DOCUMENT RESUME

ED 114 007 HE 006 855

TITLE	Higher Education in the States.
INSTITUTION	Education Commission of the States, Denver, Colo.
PUB DATE	75
NOTE	96p.
AVAILABLE FROM	Higher Education Services, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203
JOURNAL CIT	Higher Education in the States; v5 n2 p25-120 1975
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	*Annual Reports; *Educational Administration; *Higher Education; *Master Plans; *Statewide Planning

ABSTRACT

This issue contains annual reports from 43 states, the District of Columbia, and three Canadian provinces focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community. (Author)

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Published by the Education Commission of the States

Volume 5, Number 2 | 1975 | Pages 25-120

In This Issue: This issue contains annual reports from 43 states, the District of Columbia and three Canadian provinces focusing on problems, activities, achievements and other areas of interest to the postsecondary education community. No reports were submitted from Alaska, Hawaii, Idaho and Vermont. Reports were not received in time for publication from Maine, Maryland and South Dakota. The latter three reports are available on request from ECS Higher Education Services division.

ALABAMA

Commission on Higher Education
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John F. Porter, Executive Director

Annual Sessions

As the Alabama legislature did not meet during 1974, there are no new developments to report directly from new legislation. However, in June 1975 a constitutional amendment providing for annual rather than biennial sessions was adopted.

Master Plan

The first *Master Plan for Higher Education* in Alabama was officially adopted by the Commission on Higher Education during 1974, following a long and fruitful cooperative effort between the postsecondary institutions and the commission staff. The report contains summary and systemwide recommendations with detailed and programmatic studies to follow. The scope of this first document covers the historical background, current situation and general recommendations for higher education in Alabama.

Evaluation of Commission

The Alabama law that established the commission required that a committee should be constituted "to evaluate the effectiveness of the work of the commission and to recommend changes as needed." During the past year the Committee to Evaluate the Effectiveness of the Alabama Commission on Higher Education presented its report to the governor, the legislature and the public. No other state coordinating agency in the country has such a statutory requirement for a periodic evaluation. The most important of 30 recommendations was that the Alabama legislature should amend the existing statute to give the commission reasonable authority to require institutional acceptance of its recommendations with respect to the

initiation of new programs. This can best be accomplished by prohibiting institutions from expending any funds for any programs, branches or activities which were not approved by the commission. The report has received positive editorial support throughout the state and should have a significant impact on the strengthening of the commission's authority. Serving on the committee were four Alabama businessmen and James L. Miller Jr., University of Michigan; Warren G. Hill, Education Commission of the States; and Noah Langdale Jr., Georgia State University.

Off-campus Programs

A committee of four junior college and four senior college presidents has been formed by the commission to review off-campus activities in the state. Its report, which is anticipated by the end of the summer, will establish guidelines and criteria for existing and new off-campus offerings for all public postsecondary institutions.

State Control of Private College

In the 1974 annual report, the possibility of a private four-year institution requesting state acquisition was mentioned. During the past year this institution, Athens College, did formally ask the state to assume control. In October 1974, the Commission on Higher Education approved a staff report and recommendation against state acquisition of Athens College. Subsequently, the college requested the State Board of Education, which controls the public junior/community colleges and vocational/technical colleges, to operate the institution as a two-year upper-division college, the first of its kind in Alabama. The Board of Education agreed to accept the school, conditional upon legislative funding. Legislation authorizing funds for the operation of Athens has been introduced in the current legislative session. The bill has yet to be acted upon by either the house or senate committees.

1202 Commission

During the past year, the governor, by executive order, created the Alabama Postsecondary 1202 Commission. This commission does not replace and is not composed of the same membership as the Commission on Higher Education, although the executive director serves as a member of the new commission.

Funding Recommendations

Funding recommendations for postsecondary education for the 1975-77 biennium were developed by the commission and presented to the legislature in late February. The recommendations, based primarily on student-driven funding formulas, represent an increase for postsecondary education in Alabama of 35.78 percent for the coming two-year period. Executive budget recommendations suggest an increase of approximately 31.65 percent for the same period.

Enrollments

Contrary to national trends, full-time equivalent (FTE) enrollment in postsecondary institutions in Alabama increased from 96,072 in fall 1973 to 106,473 in fall 1974—a 10.8 percent gain. FTE in the state's universities increased from 63,482 to 67,108; the junior/community college system FTE rose from 21,684 to 27,059; and vocational/technical college FTE enrollments went from 10,906 to 12,306. Preliminary indications are that this

ARIZONA

State Board of Regents
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Lawrence E. Woodall, Executive Coordinator

Directory of Institutions

The Arizona Commission for Postsecondary Education compiled and published the *1975 Directory of Postsecondary Institutions in Arizona*. The directory was the result of a comprehensive statewide inventory of postsecondary education resources and contains such information as the name and address of each institution, available programs of study at each institution, tuition and fee charges for various programs, institutional accreditation and availability of veterans' education benefits.

Student Aid Agency

The commission was designated by the governor to serve as the state agency to develop and administer a state student grants program, in cooperation with the Board of Regents and the State Board of Directors for Community Colleges. This program is still in the development phase.

Academic Disciplines Review

The Arizona Board of Regents has adopted a policy which will result in the review of existing academic disciplines at the three universities within a 10-year period. Areas covered by reviews will include curricular offerings, faculty, student admission standards and performance levels, and the adequacy of physical facilities and other resources. Both basic and supplemental evaluations of programs will be undertaken by each university with outside consultants being used to provide external review. Evaluations of the review will be undertaken at the system level and reported to the regents for action.

Faculty Improvement

The legislature has made funds available to the universities which permit faculty members to undertake projects designed to improve their instructional capacity. To this end, the faculty member will be able to pursue additional courses, participate in organized efforts on campuses to improve teaching or experiment with new teaching technology. Funds also can be used to conduct seminars and conferences which are designed to acquaint faculty with new instructional technology and improved teaching techniques and material.

Off-campus Programs

The Board of Regents recently adopted a resolution designed to encourage the development of off-campus education. Emphasis is placed on the development of upper-division, graduate, continuing and recurrent education. The resolution encourages planning and testing of off-campus programs as well as establishing guidelines for evaluating new programs. The deans of continuing education of the three universities are meeting regularly to resolve common problems involved in offering additional off-campus credit and noncredit courses and programs in different locations and to different audiences.

Community Colleges

The state community college system presently enrolls over 80,000 full- and part-time students and includes 9 of Arizona's 14 counties. Four of the nine counties have multicampuses. Maricopa County Community College District has five colleges in the district under the jurisdiction of a central administration. However, each of these five colleges within the district have an executive dean and in many instances offer specific individualized courses of instruction.

Northland Pioneer College is unique in that it has three minicenters within the district rather than a central campus. This unique concept was designed to meet the needs of county residents who reside in widely separated small population centers or on one of the county's three Indian reservations. Pima County Community College District has a main campus as well as a downtown (satellite) campus. Pinal County Community College District has three semiautonomous campuses (Arizona College of Technology, Central Arizona College and Gila River Career Center) which are operated by the district.

In addition to the nine public supported community college districts in Arizona, there are two private junior colleges—College of Ganado (a Presbyterian-related two-year college) and Navajo Community College (a two-year liberal arts and vocational institution chartered by the Navajo Tribe).

Private College Closes

Prescott College, a private liberal arts college which offered several innovative programs, was forced to close its doors at the end of the 1974 fall semester because of financial difficulties. A group of former Prescott College faculty members has established Prescott Center for Alternative Education in downtown Prescott and is working toward attaining an accredited status.

Bond Refunds

Under legislation adopted this year, the Board of Regents is authorized to invest proceeds from refunding bonds in government agency obligations as well as in direct government obligations. The 1974 act allowing the regents to refund bonds was amended to clarify that the regents can choose which bonds they want to refund regardless of prior redemption rights. Another act appropriated $500,000 to the state administration department to provide for state self-insurance for damages against state-owned medical facilities or doctors who work for the state, with a maximum of $1 million per loss.

Self-insurance

ARKANSAS

Department of Higher Education
401 National Old Line Building
Little Rock, Arkansas 72201
M. Olin Cook, Executive Director

Appropriations

The Arkansas General Assembly met in session during the early part of 1975. Appropriations for the 1974-75 year amounted to almost $86 million, the appropriations for the 1975-76 year to more than $103 million and for the 1976-77 year to almost $115 million. Construction appropriations totaled $25 million. Headcount enrollment statewide in public higher education institutions increased in the fall of 1974 over the previous fall. Enrollments in four-year institutions generally increased, but the largest increases were in the community colleges.

Enrollments

Desegregation

During the past year the Arkansas college and university desegregation plan was approved by the U.S. Office for Civil Rights. Since that time the governor has provided for staff in the Department of Higher Education to assist in the administration of this plan. Several teams from the Office for Civil Rights have visited various campuses throughout the state, and the first semiannual report has been presented to the regional office for Civil Rights.

1202 Commission

In April 1974, the Postsecondary Education Planning Commission was created under the provisions of section 1202 of the Education Amendments of 1972. The 1975 General Assembly confirmed the creation of this commission by legislative act. During the year the commission has worked on a study related to the need for student financial aid in the state and has developed a directory of all postsecondary education institutions in the state. This directory has been widely accepted by the public.

Student Aid Study Directory

Off-campus Programs

More than one year ago the Board of Higher Education adopted a plan for off-campus instruction which will become effective July 1, 1975. Several acts were enacted by the 1975 General Assembly related to off-campus work. Generally, the legislature said to the board that they should recommend funding for off-campus work at the same level as on-campus work is funded. Because of this, the board is presently considering revisions in the state plan for off-campus instruction. One of these revisions would be the assignment of each county in the state to a specific institution. This would mean that that institution would be responsible for supplying the off-campus needs of the citizens in that particular area. When this institution could not fulfill those needs, the institution would have the responsibility of asking other institutions of the state to come into the area to offer needed work.

Colleges to Universities

Two institutions were given university status in 1975. The State College of Arkansas became the University of Central Arkansas, and Henderson State College became Henderson State University. Both of these changes were recommended by the Board of Higher Education after much consideration. Later in the 1975 session an act was passed which would allow the two remaining colleges, Southern State College and Arkansas Polytechnic College, to become universities after their boards of trustees make this decision and the Board of Higher Education concurs.

Preaudits

For the first time colleges and universities will be required to have expenditures from their cash funds preaudited by the state. Funds can still be deposited in local banks.

New Community Colleges & Branches

No additional funds were appropriated by the 1975 legislature for the creation of new community colleges. During the past year one new community college election was held which was successful. Mississippi County Community College will open the fall of 1975 in Blytheville and will serve Mississippi County. Discussions held during the legislative session related to the future of community colleges versus branches. Although the Board of Higher Education had authorized an election in Union County for a community college, because of opposition to community colleges in that part of the state, it was decided that an effort would be made in the 1975 General Assembly to create a branch of Southern State College for Union County. This effort was successful and the act provides that this branch will serve as a community college. The same act transferred the Southwest Technical Institute from the Department of Education to the Department of Higher Education and made it a branch of Southern State College. An act was passed by the legislature which limits to eight the number of community colleges which can be established by the Board of Higher Education.

New Student Aid Program

A significant step taken by the 1975 General Assembly, as recommended by the governor, was the establishment of a new state scholarship program. This program will provide scholarships for residents of the state who attend for their first year an Arkansas college or university. The college or university

must meet requirements of the act, but for the first time students may receive a scholarship at the state level and attend either a public or a private college or university in Arkansas. The Department of Higher Education will administer the program and scholarships will be based on academic ability and financial need. Also, the legislature authorized the department to participate in the State Student Incentive Grant Program and the department will administer this program in conjunction with the new state scholarship program. Previously, the guaranteed loan program for students in the state was administered by an agency created several years ago, and students received loans directly from a bank. The 1975 legislature passed an act which allows for the sale of bonds to provide funds for student loans.

Student Loans

New Full-time Law School

Prior to January 1975, the University of Arkansas operated a part-time night law school in Little Rock. By act of the 1975 General Assembly the school will become a full-time law school operated as part of the University of Arkansas, Little Rock. After this bill had been enacted, several other bills were introduced to create special situations for other colleges and universities. An act was passed creating a college of engineering management for Arkansas State University, providing the college is first approved by the Board of Higher Education. Acts were also passed by both houses to create branches of Henderson State University in Mena and Arkansas State University in West Memphis, but both were vetoed by the governor.

New Engineering College

New Branches

Senior Citizens Aid

The governor recommended a package of legislation for the elderly, among which was one providing for persons over age 60 to attend an Arkansas college or university free of tuition and fees. The effects of this legislation will not be known for approximately one year. Because of all of the activity related to community colleges and branches during the 1975 sessions, an act was passed which directed the Board of Higher Education to establish criteria, rules and regulations for branch campuses in Arkansas.

Branch Campus Criteria/Regulations

Academic Common Market

For approximately one year the Department of Higher Education has administered the "Academic Common Market" through the Southern Regional Education Board. This program provides for Arkansas residents to attend out-of-state institutions at an in-state rate where the particular graduate program is a part of the Academic Common Market. The 1975 General Assembly confirmed this action and directed the department to continue this program.

Approval of Out-of-state Institutions

& New Institutions

Because of the concern in the state related to out-of-state institutions teaching courses and offering degrees in Arkansas, the 1975 legislature directed the Board of Higher Education to establish rules, regulations and criteria for the teaching of courses and the offering of degrees by out-of-state instituions. The board also will be required to approve degrees offered by any new institution which might be created in the state prior to its incorporation.

Data Processing Plan

The Department of Higher Education continues to work with the institutions on the implementation of the data processing plan. Two institutions presently have connections with the central computer at the University of Arkansas at Fayetteville and three others have plans for connections during the next year. The advisory committee to the plan continues to work on the standardization of definitions and applications programs. Funds were provided by the legislature in the budgets of four institutions to work on statewide applications in data processing.

Optometry School

A resolution was passed by the 1975 General Assembly requesting Arkansas, Louisiana and Mississippi to discuss the possibility of establishing a school of optometry which would serve the three states. The Department of Higher Education will arrange for a meeting with officials from these three states along with personnel from the Southern Regional Education Board to discuss this matter.

CALIFORNIA

California Postsecondary Education Commission
1020 12th Street
Sacramento, California 95814
Donald R. McNeil, Executive Director

New Commission

On April 1, 1974, the California Postsecondary Education Commission assumed the duties, staff and budget of the Coordinating Council for Higher Education. In addition, the commission was assigned a number of significant new responsibilities under 1973 legislation.* The major duties inherited from the Coordinating Council were: (1) an annual study of and recommendations on faculty salaries and fringe benefits at the University of California and the California State University and Colleges, (2) continuation of the community college "Open Door" study, (3) administration of federal funds under Title I and Title VI-A of the Higher Education Act of 1965 and (4) review of selected new academic and occupational programs proposed by the public segments of higher education.

Bond Issue Need Study

In addition, a number of studies were mandated in the budget bill and other bills and resolutions, including a study of the need for a proposed $250 million bond issue for community college construction. The commission completed the study in the brief time allotted and recommended that a new bond issue *not* be submitted to the voters. The commission also considered the need for interim funding for construction of facilities. It was found that funds remaining from the 1972 community college bond issue would be available for essential projects and could be supplemented from the general fund, or possibly from the Capital Outlay Fund for Higher Education (COFHE). If further study, as proposed by the commission, revealed the need for additional facilities, a bond issue could be placed on the ballot for the 1976 primary election. Another study concerned the problem of three surplus sites for state college campuses in San Mateo, Ventura and Contra Costa Counties. The recommendation to the Joint Legislative Budget Committee was to retain the sites until the commission develops further information on other possible uses and sets criteria for the establishment of new campuses.

Surplus Site Study

Data Base

The commission became the state agency in California for the collection of data for the Higher Education General Information Survey, which is conducted annually by the U.S. Office of Education. Through this activity the commission is developing a data base which will be useful in carrying out its planning function.

New Commission Tasks

During the year, the staff turned to the task of complying with the new charges of the 1973 legislature (AB 770). Broadly categorized, these are six in number:

*Detailed descriptions of the various activities of the commission in this annual report were submitted to ECS. Copies may be obtained from Higher Education Services, ECS, Suite 300, 1860 Lincoln St., Denver, Colo. 80203.

1. Planning for and coordination of all segments of postsecondary education;

2. Review of the annual budgets of the public segments;

3. Review of new academic and occupational programs, together with periodic review of existing programs, and development of a means to evaluate the effectiveness of these programs;

4. Investigation of the financial conditions of independent postsecondary institutions;

5. Data gathering in a variety of areas; and

6. Assemblying and maintaining an inventory of all postsecondary education facilities and programs in California, including those of the independent and proprietary institutions.

Review of Plans & Programs

To accomplish these tasks, members of the commission divided into a number of committees. The Committee for the Review of Academic and Occupational Plans and Programs developed new guidelines and procedures for the commission's review of academic and occupational plans and programs. Significant features of the proposed program planning and review process include the establishment of an annual review schedule and the creation of an Intersegmental Program Review Council to aid in the resolution of possible conflicts and in the continuing refinements of the planning and review process.

Criteria for Evaluation

Another committee will soon complete its charge of developing criteria for measuring and evaluating the effectiveness of postsecondary education in California. The committee's goal is to design a means of correlating the different measures of effectiveness which will aid both the legislature and the governor.

New Campuses & Off-campus Centers

A third committee has developed criteria for reviewing proposals for the establishment of new campuses and off-campus centers. The committee also has developed long-range schedules for the planning of such new facilities which will result in more orderly and rational procedures.

Private Colleges Finances

The Committee on the Financial Conditions of Independent Institutions has labored with the problem of how to identify the financial needs of independent institutions in the absence of comparable accounting procedures. The committee also is studying existing means of channeling aid to these institutions, as well as exploring the desirability of extending additional aid and possible ways of doing so, if such a course is, in fact, desirable. The committee's final report is anticipated by midyear.

Faculty Salary Study

The Committee on Methodology for the Annual Faculty Salary Study has submitted its final report and recommendations on faculty salaries, fringe benefits and total compensation for 1975-76 at the University of California and the California State University and Colleges. The committee made minor adjustments in the methodology inherited by the commission and used for the current year. However, it is continuing its evaluation of the lists of comparison institutions and the methodology to eliminate long-standing disagreements over how best to determine equitable compensation for faculties in our two senior segments.

Long-range Planning

A sixth committee has been assigned the difficult task of developing working models for the long-range planning process, one of the commission's primary

responsibilities. The committee also undertook an extensive study which resulted in the establishment of a broadly representative student advisory committee which will work with the director and the commission on matters of mutual interest and concern. The seventh committee is exploring ways in which to capture and utilize effectively the masses of statistical data required in the decision-making process, without developing a major computer enterprise.

Student Advisors

Data Utilization

These activities during the past year have given the commission a framework within which to build its planning and coordinating activities. The commission is confident that, with the spirit of cooperation displayed by representatives from all segments of the education community, resolution of many of the problems and conflicts in postsecondary education is possible.

In December of 1974, the commission completed its nationwide search for a director. Donald R. McNeil was appointed to that post and officially assumed his new duties in February. At the April 1975 meeting, marking the first anniversary of the commission's existence, the commission adopted a set of priorities which it believes will bring a focus to major activities and provide the segments, the governor, the legislature and the people of the state, with a framework within which major decisions can be made that will affect all of postsecondary education. These priorities include the development of a comprehensive information system for the state's postsecondary education; the review of budgets, programs and facilities, related to the planning process; comprehensive planning for adult, vocational and continuing education including nontraditional, off-campus and extended degree programs; consideration of regional approaches to planning for postsecondary education in the state; incorporation of proprietary institutions into postsecondary planning; planning for the implementation of equal opportunity methods and programs for increasing access to employment and education for ethnic minorities and women; and development and coordination of collective bargaining legislation.

New Director

Commission Priorities

COLORADO

Commission on Higher Education
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Frank C. Abbott, Executive Director

As the Commission on Higher Education in 1974-75 entered its 10th year, it was timely that it undertake a major comprehensive statewide planning effort. Its prior such effort, initiated in 1970, eventuated in the 1971 report, *Planning for the 1970's—Higher Education in Colorado.* In summer 1974 a major update was initiated, utilizing task forces that included some 150 people from inside and outside of formal education. Out of financial necessity, but with confidence that the approach was a desirable one, the entire effort was undertaken without special funding, on the assumption that interaction of interested citizens, the commission and staff would eventuate in findings and recommendations that would enjoy substantial support and have a better than average chance of implementation.

Update of Statewide Plan

The first phase of the comprehensive planning effort was completed this summer with the general distribution of seven preliminary task force reports in the areas of: (1) roles of public colleges and universities, (2) the private sector, (3) access and delivery of educational services, (4) pricing policies, (5)

Task Force Reports

graduate education and research, (6) manpower and educational policy and (7) governance and process. A preliminary report on financing higher education in the state is expected to be released in the fall. The commission is presently seeking comments on the reports, after which the commissioners will review the reports and the responses with each of the task forces. The commission staff currently is preparing background information and an outline for a comprehensive report which will incorporate findings and final recommendations of the task forces. The final report will discuss current status and trends in higher education in the state, recommendations on the major issues facing higher education in the state and criteria to monitor the condition of higher education and implementation of planning recommendations.

& Final Updated Report

State Aid to Private

The task force recommendations are intended to speak directly to policy issues which will result in action on policy questions. The first preliminary report completed was that of the private sector task force which resulted in legislative proposals to provide, for the first time in Colorado, financial assistance to students attending private colleges and universities. Separate house and senate bills embodying the concept passed in each house, but in late-session maneuvers the surviving bill was narrowly defeated. The matter is expected to be considered again, using the background work of the task force for discussion and clarification of the alternatives.

Legislative Session

A second major effort of the past year has involved several members of the staff, and occasionally members of the commission, in studies and testimony relating to legislative proposals. Seventy-seven bills of interest to higher education were followed in the recent legislative session, some of them through several committees in both houses. This activity and obligation has grown substantially each year since the commission was established and required a major commitment of the executive director's time during the six months of the 1975 legislation session. Among the 77 bills of concern to higher education, 8 pertained to public employee collective bargaining. The commission in the prior year had worked with governing board and institution representatives to identify key issues in collective bargaining legislation and appropriate higher education positions on the issues. While commission testimony neither favored nor opposed state legislation, it gave emphasis to the importance of such key matters as who is the "state employer" in a coordinating board state in which the legislature exercises a predominant role in budgeting. In the end, no collective bargaining bill was enacted.

Collective Bargaining

Due Process for Employees

A bill to establish formal lines of "due process" for professional employees of colleges and universities subject to dismissal, nonrenewal or reduction in force was adopted in a form which will apply to the state colleges and two-year institutions. A three-year probationary period is provided for, as against the "instant tenure" provided in the bill as originally introduced on behalf of the Colorado Education Association. A student will be added to most governing boards as a nonvoting member, by virtue of enactment of HB 1232. Strong local political forces were in evidence in the enactment of a measure that changes the name, but not the role, governance or funding base, of Southern Colorado State College which becomes the University of Southern Colorado.

Students on Board

College Name Change

Budget Review

Budget review and recommendations relating to annual operating and construction requests of 18 institutions and 6 governing boards continue to represent a central obligation of the commission. As in other coordinating board states (if not in all states) the budget review process is repetitive and

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otherwise frustrating and a constant source of inspiration to "find better ways." For three years the commission has enjoyed special legislative support toward costs of development of institutional and statewide information systems that will undergird the planning, program review and budget functions of the agency. A $395,000 appropriation for 1974-75 enabled, among other things, all institutions to implement substantial elements of the National Center for Higher Education Management Systems (NCHEMS) Information Exchange Procedures (IEP). This has allowed all of the institutions to calculate direct unit costs and several to develop full costing and simulation capabilities. During the year ahead the commission in cooperation with the institutions will be assessing ways of integrating IEP capabilities in the budget process. It is hoped that unit cost information can be "calibrated" with other measures to make it possible to replace the detailed line-item expenditure object approach that has characterized budget development and appropriation practices.

Management Information Systems

The appropriation measure for 1975-76 provides a needed but generous 12.1 percent average increase in faculty compensation, but is exceedingly tight in all other areas. The fastest growing institutions have found themselves with sharply increased expectations in the ratio of students to teachers and virtually all institutions and agencies have been funded for less than will be needed to cover the inflationary increases in supplies and travel. The commission administers state funds now aggregating some $13 million for undergraduate and graduate student need-based grants, scholarships, work-study and loan matching and, in 1974-75, federal allocations of more than $300,000 in the State Student Incentive Grant Program. It developed the necessary administrative structures and computer programs in 1974-75 to activate a program of tuition assistance to Vietnam-era veterans which provided an additional $1.3 million in student aid. In all cases, assessment of need and other relationships with students are handled by the campuses. The role of the commission is one of developing guidelines and reporting processes to assure accountability.

Salary Increases Funding Problems

Student Aid

Veterans Aid

Similarly the commission administers a rapidly growing statewide program of extension and correspondence instruction in which the programming is actually provided by the colleges and universities within guidelines promulgated by the commission. The program has major advantages in eliminating unnecessary duplication of effort and in making it possible to underwrite programming in academic and geographic areas where course demand is insufficient to generate income needed to cover full costs. By legislative action in 1974-75 the full cost of the $6 million program, including administrative costs, had to be generated by tuition charges. There are serious problems remaining to be resolved, including low faculty compensation, inadequate support services and incentive for institutions and faculty members to participate, which are receiving intense commission study.

Extension/ Correspondence Programs

CONNECTICUT

Commission for Higher Education
340 Capitol Avenue
Hartford, Connecticut 06101
Louis Rabineau, Chancellor of Higher Education

Leadership of the staff of the Commission for Higher Education changed hands this year when Warren Hill resigned as the chancellor to assume

directorship of the Education Commission of the States Inservice Education Program. With strong support of the higher education community, the commission designated as chancellor Louis Rabineau who had been serving as vice chancellor and director of program planning, to succeed Mr. Hill.

New Chancellor

Enrollments

Total full- and part-time enrollment in all colleges and universities in the state increased from 136,958 in 1973 to 147,533 in 1974. This 7.7 percent increase is the largest since 1970. An increase in the number of part-time students accounted for the major portion of the growth. While full-time undergraduate enrollment increased by 1.4 percent, part-time undergraduate enrollment increased 29.8 percent. The largest growth occurred in part-time enrollment in the public two-year colleges: 33 percent in the regional community colleges and 27.1 percent in the technical colleges. There was a slight decrease in full-time undergraduate enrollment in the four-year independent colleges (−0.8 percent) and in the state colleges (−1.1 percent). Full-time undergraduate enrollment at the University of Connecticut increased 5.2 percent. During the college year ending June 1974, 26,825 degrees were awarded. This is an increase of 7.3 percent over the 25,001 awarded in 1973. Women earned 44.6 percent of all degrees, a figure up from 42.9 percent in 1973.

Degrees Awarded

Appropriations

In response to the state's economic condition, allotments to all constituent units of the public system were less than amounts appropriated and all units were forced to reduce spending. Higher education expenditures were 3.4 percent less than the $140.6 million appropriated. This was the fourth successive year that the funds allotted to higher education were reduced below the amount appropriated. To accommodate the restrictions imposed by the cutbacks, the colleges decreased faculty and other positions, increased teaching loads, limited library acquisitions and deferred maintenance and other projects.

Funding Problems

Management Information Systems

Significant progress toward full implementation of a management information system for higher education was made during the past year. It is anticipated that millions of dollars will be saved due to the development of procedures for sharing computer programs and hardware. During the year the management information system staff conducted a statewide service analysis which determined the administrative computer services at public colleges and included analysis of data elements, response times and frequency of use. As a result of the study, as funds become available, a data base management system may be implemented to replace current duplicative programming and thereby greatly improve capabilities in correlating and analyzing data. All public institutions are now using the standardized National Center for Higher Education Management Systems codes in coding expenditures down to the department level. The state comptroller's office monthly expenditure summary will now arrange each college's expenditures in this "program-budget" format.

Master Plan Update

The first biennial update of the 1974-79 master plan was begun this year. The commission is developing the update in cooperation with the constituent units of higher education and with the involvement of other state agencies and persons from the public and will submit the final report to the governor and legislature in January 1976. The update progress involves four major activities: (1) a review of the status of implementation of recommendations contained in the original plan, (2) the development of three resource group reports which contain recommendations suggested for inclusion in the updated master plan, (3) the development of study group reports to gather baseline data and identify key issues prior to the establishment of additional

resource groups and (4) revision of any recommendations made in the original plan. A discussion document containing summary reports of the above major activities was released in March 1975 and reactions to it are being received for the consideration of the commission. Two resource groups have presented reports to the commission and the reports have also been widely disseminated to solicit reaction to their recommendations.

Handicapped Barriers Study

A resource group report on the physically disabled in postsecondary education in Connecticut recommended an in-depth study of architectural barriers on the campuses of public institutions and asked that the legislature appropriate funds for correcting existing barriers. The second group's report on proprietary schools suggested that the basis for the commission's relationship with the proprietary sector should be "that proprietary schools in Connecticut be more closely integrated into the postsecondary education system because to do so maximizes freedom of choice for students and is a more efficient use of state expenditure for education." The report's 14 recommendations suggest ways to better integrate the state's profit-seeking vocational schools with public and independent higher education. A third resource group on continuing education is expected to issue a report this summer.

Proprietary Schools Relationship

Continuing Education

Study Groups

Also underway are activities by five study groups to gather basic background information and to identify key issues in research and graduate education, personnel policies, community resources, health education and regional planning. On the basis of the work of these study groups, resource groups may be formed to provide input for the second biennial update. With a grant received as provided in section 1203 of the Higher Education Act of 1972, the Commission for Higher Education conducted a project to expand its inventory of postsecondary education resources. Included in the inventory is information about the state's proprietary vocational-occupational, cosmotology and hospital schools.

Resources Inventory

Veterans Affairs & Aid

Connecticut's Office of Veterans Affairs in Education (OVAE) began operations in mid-August of 1974. First-year activity has been devoted to insuring uniform administration of the veterans' tuition waiver among the constituent units of the public sector of higher education, improving opportunities for the educationally disadvantaged as well as those veterans incarcerated in hospitals and prisons, increasing the number of institutions receiving federal grants under the Veterans-Cost-of-Instruction Program (VCOIP) and providing various kinds of assistance for 10,471 veterans enrolled as of November 1974 in the state's colleges and universities.

Goals:

A most significant piece of legislation for higher education was passed by the 1974 General Assembly. Public Act 75-191, "Policies of the State System of Higher Education," identifies goals for higher education. The seven goals were developed by the commission in 1970 and were revised and included in the state's first master plan. The goals are:

Equal Opportunity

1. To insure that no student in Connecticut who is qualified or qualifiable and who seeks higher education be denied the opportunity for such education because of age, sex, or social, ethnic or economic situation.

& Freedom

2. To protect essential freedoms in the institutions of education.

3. To provide opportunities for a liberal education and for preparing to serve the state's economic, cultural and educational development.

Use of Resources

4. To develop the most effective use of available resources in public and independent institutions of higher education to obtain the greatest return on the public investment.

Standards

5. To maintain quality standards which will insure a position of national leadership for Connecticut's institutions of higher learning.

Societal Problems

6. To assist in bringing the resources of higher education to bear upon the solution or abatement of society's problems.

Flexibility

7. To foster flexibility in policies and institutions that will allow the state's system of higher education to respond to changes in the economy, in society, in technology and in student interest.

Regional Veterinary Education

In other legislative actions Connecticut has joined with other New England states working through the New England Board of Higher Education (NEBHE) to develop a common contract with the University of Pennsylvania to enable New England students to attend that institution's school of veterinary medicine. Under this agreement, in the fall of 1975, three Connecticut residents will enter the veterinary school. The student will pay in-state tuition rates and Connecticut will pay $8,000 in support of each student. The $8,000 rate is guaranteed for the four-year program of the student entering in 1975.

Child Care Centers

Another new law provides that the board of trustees of any constituent unit may allocate funds from general fund appropriations for any expense incurred by the operation of a child care center utilized in an instructional program.

Students on Boards

Two other actions increase each board of trustees by the addition of two students to be elected by the students enrolled at the institutions under the jurisdiction of the board and provide an expanded description of the educational responsibilities of the regional community colleges and include a definition of community service.

Community Service

Health Center

A special legislative action establishes a special commission to establish and detail the purposes and goals for the University of Connecticut health center. Six persons are to be appointed to this commission by the governor and others will serve by virtue of their office. The studies are to begin August 1, 1975, and be completed and submitted to the General Assembly on or before March 15, 1976.

Collective Bargaining

Effective October 1 of this year, state employees are authorized to bargain collectively in bargaining units of their own choosing. The law indicates that all classified employees may be construed as a single bargaining unit unless local employment conditions justify separate units. For higher education, each board of trustees is an employer and must bargain with each of its faculties. This section however does not preclude multicampus bargaining and provision for binding arbitration is not included in the legislation.

DELAWARE

Delaware State College
Dover, Delaware 19901
Luna I. Mishoe, President

Funding Problems

University of Delaware. Since 1968 the annual rate of inflation has averaged 5.3 percent compared to an annual average of 1.7 percent for the decade prior to 1968. In 1974, this inflation reached 11.9 percent. While the market value of endowments has increased since 1968, this higher rate of inflation has seriously eroded the principal value of university-managed long-term investments. This situation is of particular importance to the state, its taxpayers and to students since in the future income from investments will become a proportionately smaller part of the total revenues needed to support the university's operating budget.

Tuition Increase

The university increased the undergraduate tuition rate by $75 for Delaware students and by $150 for nonresident students. In addition, a "16-Plus" charge was instituted whereby undergraduate students pay half the regular credit hour rates for registrations over 15 credit hours. This additional charge was necessary to raise the additional revenue needed to balance the 1975-76 budget, to obtain this revenue from those who benefit the most and whose heavier class loads cost the university considerably more than students taking minimum full-time loads and to reduce expenses by discouraging heavy initial registration by students who plan to drop courses during the semester.

Early Admission Program

The University of Delaware and Wesley College in Dover have agreed to launch a venture which would provide 200 highly motivated and academically superior high school students with the opportunity to complete concurrently the senior year of high school and the freshman year of college as university students taught in the small college atmosphere of Wesley College. The "Honors Early Admission Program" will feature an interdisciplinary academic program and a strong student life program under the direction of university staff with the assistance, where appropriate, of the college staff. Upon completion of the transitional year, students will enroll on the university campus as sophomores and complete the baccalaureate degree in two or three years. The Honors Early Admission Program addresses some of the pervasive issues in higher education, namely secondary school/college articulation, shortening of the year span required to complete the baccalaureate degree, attention to the needs of the scholastically superior student and means of cooperation and mutual support between institutions in the public and private sectors.

Nontraditional Program

A winter session, spanning five weeks during January and February 1975, marked the initiation of a new concept to the University of Delaware calendar. Regular courses and independent study were provided as well as projects and experimental courses. Students were given an opportunity to earn seven credits (nine with the dean's permission) enabling them to complete degrees in less than the traditional four-year period. There were 11,225 student registrations for the 440 offerings and students were given an opportunity to pay tuition at a reduced rate. Grants amounting to about $40,000 were made to support 73 experimental courses and projects and $5,600 was given to 55 undergraduate students engaged in independent study. Funds were also provided for faculty travel and expendable materials.

In July 1974, the university initiated a three-year master of science program in the conservation of artistic and historical objects. A cooperative effort

Art/History Conservation Master's

between the Henry Francis de Pont Winterthur Museum and the university, this program is supported by grants from a number of private and federal foundations. The objective of the program is to graduate practicing assistant conservators who will be professionally competent to perform basic treatments in their area of specialization and who possess a background knowledge in other areas of conservation. To achieve the objective, a three-year 42 credit hour curriculum has been developed. Practical work in conservation techniques will be stressed while at the same time emphasis will be made on understanding the properties of art materials and the scientific techniques used to characterize them. Only five such programs exist in the nation and of these, only two offer degrees in art conservation.

Composite Materials Center

A center for composite materials was established within the university's college of engineering in August 1974. Through the center, the engineering faculty working in the area of composite materials forms a research team that is making rapid and significant advances in analytical and experimental research and development. Courses and seminars for both undergraduates and graduate students as well as members of industry, institutions and government are offered.

Marine Policy Study Center

A center for the study of marine policy was created at the beginning of 1974 within the university's college of marine studies to conduct interdisciplinary research, under grants and contracts from public and private agencies and the federal Sea-Grant Program, on historical, legal, political and social issues affecting the oceans, the seabed and the coastal zone. The major areas of research in which the center seeks to make a contribution are U.S. national security, including problems of naval development and strategy in the United States and among foreign powers; the American merchant marine; the living resources of the sea; the mineral resources of the seabed; and the improvement of the marine environment.

Neuroscience Institute

The purpose of a newly established Institute of Neuroscience is to stimulate, enhance, expand and coordinate research projects and activities directed to the studies of the brain and its functional display in behavior. These growing activities at the university are interdepartmental and intercollege and will also enlarge the university's relationship with several health-related institutions of the state, including Wilmington Medical Center, the Veterans Administration Hospital and the Alfred I. du Pont Institute.

Degree Audit System

A degree audit system has been implemented to serve as an advisement tool that monitors a student's progress toward and final completion of a selected degree program. This system, one of the few in the nation, takes a student's academic record maintained in a computer file and compares it with the degree requirements in any one of 130 undergraduate programs. The audit specifies what requirements have been fulfilled, what requirements remain to be completed and what courses have been taken but not specified to complete degree requirements. A student may also request an audit for his/her completed courses against those required for another degree program.

Alcohol Rehabilitation

One of the most frequent and seriously debilitating illnesses affecting job performance is alcoholism. During the past year the University of Delaware has developed policies and procedures designed to assist employees whose use of alcohol affects job performance. Under the program an employee who desires assistance for rehabilitation may pursue a program of self-referral through supervisory channels or a supervisor may refer an employee whose job performance problems are suspected to be due to alcohol abuse or alcoholism. Several options for treatment are available to eligible employees. They may elect to pursue a program of rehabilitation under the guidance of

a psychatrist they have retained, or they may elect to participate at university expense in a 30-day rehabilitation program at a treatment center selected by the university.

Salary Increases

Delaware Technical and Community College. New legislation affecting Delaware Technical and Community College has been limited during the past year. However, HB 125 enabling an 8 percent cost-of-living salary increase, retroactive to January 1, 1975, for all college employees has provided a considerable boost to staff morale. The fiscal year 1976 operational budget provides for an additional 5 percent incremental salary increase which will also help the faculty keep abreast of the increased cost of living. A revised salary plan, which has been developed after more than a year of study and advisement by a major consulting firm, has enhanced the college's competitive stance in staffing programs.

Student Aid

The state continued the small student aid appropriation of $25,000, began in the last fiscal year, to assist needy students and through this aid helps to reaffirm the "open door" concept inherent in the college purposes. These state funds, when augmented with a variety of federal funds and the college's own private foundation resources, greatly enhance the opportunities for students in greatest need. During the past year the Board of Trustees approved a college-wide policy of offering tuition-free admission for senior citizens. In any existing course for which they are otherwise eligible a small registration fee is the only cost. Additional specialized courses are offered for senior citizens under the support of available federal funds.

Senior Citizens Aid

New Two-year Campuses

Delaware Technical and Community College has now achieved its goal of a campus within commuting distance of every citizen in the state in new modern flexible structures. The last of the four campuses, Kent in Dover, opened on June 2, 1975. The first phase of this new campus setting is now open for the summer trimester. The second phase of the Stanton campus in suburban New Castle County will be occupied in July 1975 and will complete the phaseout of the old Northern temporary setting. The second phase of the Georgetown campus was dedicated in April 1975 and this new $3 million multioccupational resource center is funded jointly by the state and the U.S. Department of Commerce. A variety of manpower, compensatory education and cultural development programs to develop the manpower and the economy of the area are being offered.

Dental Education

A second phase of development at the Wilmington campus will provide a dental health education and service complex for the city of Wilmington and the surrounding areas. This venture will be a unique example of interagency sharing of resources and efforts to provide dental assistance and dental hygiene education programs with combined clinical services under the direction of licensed dental staffs.

Curriculum Research

During the current year a curriculum research project is being conducted at the Wilmington campus. This project, funded under Part C of the Vocational Amendments of 1968, Title I, has as its major purposes: (1) the design of a research model to define the interactive nature of instructional systems in the urban community college setting and (2) the development of a system approach to competency-based curriculum design for a selected occupational area in the personal service cluster.

Salary Increases

Delaware State College. 1975 legislation (HB 125) increased the salary schedule of all part-time and full-time employees of Delaware State College. This appropriation reflects an 8 percent across the board increase, effective

Appropriations

January 1, 1975. The total state appropriation for the fiscal year 1975-76 is $6,249,878. The basic appropriation is $4,043,199; principal and interest of debt service, $1,301,763; and $904,916 for fringe benefits.

Student Fees

For the academic year 1975-76, student compensation fees increased 10 percent, board and room costs increased 15 percent and resident fees increased 25 percent. In-state student cost for the commuter is $356; in-state resident students only, $911.44; and in-state boarding students, $1,461.44. Cost for the nonresident commuter student is $931; out-of-state resident students only, $1,486.44; and nonresident boarding students, $2,036.44.

Residential Support Center

Delaware State College has acquired property to establish a Wilmington residential support center. Present plans call for the center to be used by the sociology and urban affairs department, director of development, the admissions officer and the nursing department. Field studies in urban affairs and federal urban relations are conducted in agencies of the Wilmington area. The laboratory focuses on selected special topics which may vary from term to term with seminars, meetings and conferences with representatives of governmental and private agencies. Students are assigned extensive readings and special programs for personal investigation under the supervising faculty member.

Farm Resource Center

In June, the college purchased the Hickory Farm to be used by the agriculture and natural resource center. This farm will increase the original farm acreage by 75 acres. The animal operation and research phase will be conducted at this facility.

New Library

The $3 million William C. Jason Library-Learning Center will be completed in September 1975. This library will represent the academic "hub" of the college and will house circulation, periodicals, audio-visual aids and government documents. Within a four-year period, the library collection will be 150,000 volumes. To increase the service to the community, Delaware State College is currently conducting a survey as to

Possible Graduate Program

the feasibility of offering a graduate program. Numerous inquiries have been made as to the possibility of offering a graduate degree program in teacher education and business administration.

Management Study Consortium

Delaware State College is a member of the Consortium for Graduate Study in Management. This consortium is a six-university effort designed to hasten the entry of minority men and women into management positions in organizations and includes Indiana University, University of North Carolina, University of Rochester, University of Southern California, Washington University and University of Wisconsin.

Communication Skills

Beginning in September 1975, the communication skill center will open. The purpose is to improve students' skills in reading, writing and speaking. The center will be centrally located in the new library where the facilities, equipment and materials will be available for instruction and cirriculum innovation.

Nursing Education

With the goal of supplying qualified nurses to fill the void in specialized services for the state, the nursing degree program was "kicked-off" in February 1975 with an enrollment of 29 students. In the fall of 1975, the program will enroll an additional 30 students. The purpose of the program is to create an innovative approach to nursing education for potential students not being served or reached by traditional programs.

New Technology Program

A bachelor of technology degree program will begin September 1975. The new program provides the opportunity for holders of associate degrees from Delaware Technical and Community College and other two-year institutes to earn a bachelor's degree. In general, students will take courses in the

technical fields at Del Tech and take courses in science, liberal arts and some technical areas at Delaware State College. Although most students with associate degrees will enter the college as members of the junior class, courses will be available from freshman to junior levels.

Continuing Education

In the fall of 1975, a continuing education program will be initiated by the college, with both credit and noncredit courses available. The program will be geared toward individual self-improvement. This will enable the individual to upgrade his skills and will encourage his cultural development. Delaware State College and the Philadelphia Regional Office of Federal Deposit Insurance Corporation (FDIC) have entered into a cooperative agreement to develop bank examiners. Students from the college's department of economics and business administration are spending a semester in the program with FDIC and the following semester in the college until graduation. Upon graduation, the students have the opportunity to join the FDIC on a permanent basis.

Bank Examiners

Accounting

The accounting discipline, a new major at Delaware State College, is a cooperative education program with industry and government. In these programs, a student in accounting divides his time between the college and actual performance on the job. In some instances, one student attends college one semester, while another student in the cooperative program fills the job position with the company. Each student is paid the going salary for his position and upon gtaduation, he has the opportunity to move into a full-time position with the company.

Early Admissions

Wesley College. Wesley College has entered into a cooperative Freshman Honors Program with the University of Delaware. This program is more fully described in the report from the University of Delaware (see page 39).

Paralegal Assistants

Effective this fall, Wesley College is inaugurating a two-year paralegal assistant curriculum. The college is able to launch this program as a result of a grant received from the U.S. Office of Education through the American Association of Community and Junior Colleges. Wesley College was chosen as one of six "demonstration centers" throughout the country and is the only private institution so selected. In addition to the two-year associate degree program, a one-year certificate program has also been initiated.

Cooperative Education

The college has also inaugurated two cooperative education programs. One program started last fall, concentrated on retail marketing. Through a grant received from the U.S. Office of Education, the college will be able to initiate a liberal arts-oriented cooperative education program next year.

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
1329 E Street, N.W., Suite 1023
Washington, D.C. 20004
Ettyce H. Moore, Executive Secretary

New Commission

The Commission on Postsecondary Education was activated during 1974-75, holding its first meeting in December 1974, and meeting thereafter on a monthly basis.

Planning

In fulfillment of its planning responsibility, the commission's major concerns have been to establish the parameters of its planning function and to initiate the planning program. The former is of particular concern in the District of Columbia, with a majority of private institutions (14 private and 3 public) and with the imminent consolidation of the

existing public institutions into the University of the District of Columbia. However, all types of institutional governance are represented on the commission and the members and the institutions are working well together in a spirit of mutual cooperation. The planning program to date has included the compilation of an academic program inventory and the completion of analyses of basic Higher Education General Information Survey data through 1974-75. The commission has also directed much of its effort toward the assumption of the Title I program, which was transferred from a nongovernment agency.

Program Inventory & Data Analyses

College Merger

In the area of public higher education, the merger of the academic programs of the District of Columbia Teachers College into Federal City College has been delayed by a court order resulting from a suit brought by Teachers College faculty and students, although the administrative merger of the colleges has been accomplished.

Institutional Consolidation

The D.C. Public Postsecondary Education Reorganization Act (HR 15643), which was passed by the Congress shortly prior to the achievement of Home Rule in the District of Columbia, provided for the establishment of the University of the District of Columbia as a public land-grant university from a consolidation of the existing public institutions. The university would offer a comprehensive range of programs at all student levels, and the bill provided for the appointment of a board of trustees by August 2, 1975, which would consolidate the existing institutions into the university by June 30, 1976. The bill was to become effective July 1, 1975, unless repealed or amended by the elected D.C. City Council. Due to the timing of the Congressional recess and the requirements of Congressional review, legislation has been submitted to the council delaying the consolidation until September 1, 1976, and the other effective dates in the original bill by a similar two-month period.

Also included in the council's bill are a relatively small number of changes from the original bill, with the aim of providing "sufficient breadth so that all of the needs of the residents of the District of Columbia may be fulfilled and yet furnishing specific and precise direction and guidance to the trustees, so that they will develop a university of unparalleled excellence." Important provisions of the revised bill specify that the university shall be consolidated under a single management system and shall provide a range of programs and studies designed to reach the widest possible number of citizens and residents of the District of Columbia including career and technological education, liberal arts, sciences, teacher education, graduate, postgraduate and professional studies. The university shall be governed by a 15-member board of trustees who shall review and evaluate the existing institutions with respect to accreditation, present programs and functions and actual and potential capabilities; prepare an extended period master plan for submission to the council by June 30, 1977; prepare an annual budget beginning fiscal year 1978; and establish a personnel system for the university. The bill also provides that all funds of the university other than tuition and other monies included in the annual capital and operating funds appropriated by Congress shall be deposited in a District of Columbia financial institution.

Private Universities Consortium Study

In the private sector, the study authorized by the Consortium of Universities of the Washington Metropolitan Area (American, Catholic, George Washington, Georgetown and Howard Universities as charter members and District of Columbia Teachers, Gallaudet, Mount Vernon and Trinity Colleges as associate members) and supported by the Eugene and Agnes E. Meyer Foundation was completed. It has 11 recommendations designed to achieve

two major objectives: (1) through cooperation to improve the quality of academic programs in the consortium universities generally and to achieve excellence in those areas where joint action holds this promise and (2) to husband the financial strength of the members through careful, selective and jointly planned retrenchment made necessary by the almost certain prospect of substantial reductions in enrollment in the 1980s and beyond. Projected drops in enrollment for higher education range from 25 to 35 percent by 1990, roughly matching the drop in births already recorded. Given this prospect, a carefully articulated plan of close joint cooperation in faculty replacements upon retirement is proposed in the study, with coordination being offered by the consortium central office after joint faculty recommendations to appropriate individual institutional control points. It is anticipated that some of the recommendations may be implemented at once while others will take a good deal of time to accomplish.

Consortium Cooperative Agreements

The wide variety of agreements that have been entered into among the member institutions during the past 11 years of the consortium's existence are now being recategorized and restudied with a view to producing an agreement manual that will serve to govern the cooperative interrelationships among the member institutions. These agreements range from full-fledged academic joint programs (such as the joint mathematics graduate program) to agreements on the part of member libraries to acquire in specialized areas, agreements for joint purchasing, for sharing computer facilities, etc. Agreements affect many of the academic and support service areas of the member institutions. It is expected that financial constraints and reduced enrollments over time will result in more intensive cooperative activity in the years to come.

FLORIDA

State University System of Florida
107 West Gaines Street, Suite 210
Tallahassee, Florida 32304
E. T. York Jr., Chancellor

Appropriations

The 1975 Florida legislature appropriated $26 million more to the State University System than the 1974-75 appropriation, after a period of austerity in which there were cutbacks in spending, some terminations of faculty and a temporary freeze on new admissions. The general appropriations bill approved by the 1975 legislature provided operating funds of $364,787,838 for the State University System for 1975-76, representing an increase of some 6.5 percent. Greatly increased flexibility was authorized with the appropriation in response to continuing efforts by the chancellor, chancellor-designate and the Board of Regents to relieve the universities of many burdensome bureaucratic requirements. The appropriation to the Board of Regents was in lump sum for allocation to the various educational and general activities of the universities without restriction except for total dollars and total salary rate.

State Control of Private College

Included in the appropriation were funds to support the newly authorized Florida solar energy center at Cape Canaveral and to enable the University of South Florida to assume the operation of New College in Sarasota, a private liberal arts college acquired by the state. The University of South Florida began offering courses on the New College campus in the 1975 spring quarter. Under terms of the acquisition, some of the experimental concepts of the institution may be continued if private funds for this purpose can be

raised. All future degrees, however, will be offered by the University of South Florida.

Salary Increases

While the state assumed full funding of the Florida retirement system in January 1975, the 1975 legislature provided no funds for employee salary improvement. In fact, proviso language in the appropriations act prohibits the use of any of the funds for salary increases unless specifically authorized by the legislature.

Bond Issuance

Florida voters approved for the third time a constitutional amendment continuing authority for the state to issue bonds backed by the gross receipts tax on utilities for construction at universities, community colleges and area vocational-technical centers. The 1974 amendment also will allow these bond funds to be used additionally for construction and renovation of elementary-secondary school buildings. The State University System was

Capital Funds

allocated $26.1 million of these funds for capital outlay construction during 1975-76. In addition, the legislature appropriated $14.3 million from general revenue to fund projects authorized last year.

Enrollments

Enrollments in the State University System continued to climb. Fall quarter 1974 enrollment for the nine universities rose to 108,577, an increase of 9.8 percent over the same period in 1973. As a result, the Board of Regents approved a policy setting a cap on enrollments at each university with the intent that "there should be orderly planned growth within the State University System in order to avoid the problems inherent in rapid and uncontrolled growth."

Solar Energy Center

In order to advance research and development in solar energy, the Board of Regents designated a State University System complex at Cape Canaveral as the site of the Florida solar energy center. The site, consisting of 20 acres with four buildings formerly operated as an off-campus center of Florida Technological University, was designated because it offered great potential for national recognition in solar energy research and development due to the enormous resources of the Cape Canaveral area.

Environmental Studies

Based upon the successful completion of a one-year contract survey of pre-oil exploration conditions in the Gulf of Mexico for the U.S. Bureau of Land Management (BLM), the State University System Institute of Oceanography (SUSIO) consortium received a preliminary $1 million contract advance from BLM in May 1975 to enable it to continue this program of baseline environmental studies. SUSIO, administratively designed for coordination of oceanographic research efforts of the state universities in Florida, during the past year managed a consortium of researchers from public and private universities in Florida, out-of-state institutions and private laboratories to document environmental conditions in the Eastern Gulf of Mexico prior to commercial exploratory oil drilling. The same consortium of scientists was successful in halting a plan for a major industrial firm to dump its chemical wastes in the Gulf of Mexico. Six of the State University System's nine institutions, plus one junior college and two private

Sea Grant Program

universities, entered 1975 as formal partners in the system's "Florida Sea Grant Program." For research, advisory service and education dealing with the development of Florida's marine and coastal resources, nearly $1 million was awarded by the U.S. Department of Commerce.

Medical Education

The charter class of the University of South Florida's college of medicine, Florida's third medical college, received the M.D. degree in December 1974. The college of medicine, which admitted the charter class in 1971, was

planned without its own teaching hospital. Instead, students take their medical science courses on campus, then go into affiliated hospitals in the community for most of their clinical work. Expansion of the University of Florida college of dentistry moved forward with several modifications in the plans for development of the college effected which have resulted in significant reductions in the overall costs of the program. The doctor of dental medicine instructional program will rely heavily on the use of preprogrammed modules of instructional materials rather than the more traditional lockstep course method. Other changes include discontinuation of plans for dental assistant and dental hygiene programs, and a decision to discontinue plans for a doctoral program in the basic sciences department of the college.

Dental Education

Groundbreaking ceremonies marked the beginning of contruction of Florida's first college of veterinary medicine, the culmination of a decade of effort by agricultural interests to develop a complex which will serve the education and research needs of the veterinary medical profession of Florida. The first students are expected to be admitted in the fall of 1976.

Veterinary Medicine

Following passage of collective bargaining laws by the 1974 legislature, the Florida Public Employees Relations Commission held extended hearings regarding the appropriate bargaining unit for the State University System. The Board of Regents, in a brief presented to the commission, advocated a systemwide bargaining unit for faculty and administrative and professional employees. The hearings on unit determination were concluded in June.

Collective Bargaining

Acknowledging the great opportunity for the Florida system of higher education to broaden and extend programs of research and service aimed at helping people deal with important economic, social and cultural problems, the State University System and the public community colleges formed a "Commission on Educational Outreach and Service" to map long-range plans for extending higher education services to all citizens of Florida. Members of the commission were appointed from widely diverse groups throughout the state to represent both suppliers and users of higher education services. At the same time, each university established a council of advisors, a new means to assist the institution in interpreting its mission to the public. Task forces on educational services and research and other services have been appointed to develop and recommend plans for helping citizens acquire skills, abilities and a broader knowledge base and to explore the potential of the university research and service roles to serve citizens, communities, local governments, industry and the state.

Education Outreach & Service

Florida's two newest state universities, Florida International University in Miami and the University of North Florida in Jacksonville, were granted full accredited status in December by the Southern Association of Colleges and Schools. Both universities opened in September 1972 and achieved accredited status in the shortest possible period for new universities. Florida International moved toward establishment of its second campus as it began conversion of the Inter-American Trade Center into an educational facility as its Interama site.

Accreditation

Robert B. Mautz retired as chancellor of the State University System on June 30, 1975, and was succeeded by E.T. York Jr., former vice president for agricultural affairs and former interim president of the University of Florida.

New Chancellor

GEORGIA

Board of Regents of the University System
244 Washington Street, S.W.
Atlanta, Georgia 30334
George L. Simpson Jr., Chancellor

System Growth

The University System of Georgia is composed of 31 universities and colleges (4 universities, 12 senior colleges and 15 junior colleges). The system had a year of continued growth and development, particularly in the areas of enrollment and improvement of the quality of instruction at both undergraduate and graduate levels. This progress was made through the cooperative efforts of all institutions of the system, administered by one single governing board—the Board of Regents. The system increased from 30 to 31 institutions when Atlanta Junior College was opened in September 1974. A full range of academic programs was offered in the first year, including standard transfer programs and special career programs. Most of the career programs are closely cooperative with the Atlanta Technical School. Also during the year construction was begun on the campus and buildings for another institution, Waycross Junior College, which is scheduled for opening in the fall of 1976.

New Two-year Colleges

Fund Allocations

Financial resources are allotted to the Board of Regents in lump sum by the legislature, and the board then makes allocations to each institution. It is unconstitutional for the state to go into debt and therefore each institution must operate without a deficit, and it is the responsibility of the president of each institution to operate and manage the affairs of his institution. The regents' central office staff furnishes supervision and counsel to all institutions and this covers academic, financial, public service and all other activities of the institutions.

New Degree Programs

Fewer graduate and bachelor's degree programs were approved during the year than in recent years. The development of new programs in response to community needs was, however, encouraged at the associate degree level. Six associate degree programs were approved for junior colleges in the areas of management, marketing and accounting, and five associate degree programs were approved in the allied health areas of radiologic technology, medical laboratory technology, dental laboratory technology, physical therapy and dental hygiene. In the field of data processing, three programs were initiated that were cooperative between a college and a vocational-technical school.

Innovative Programs:

During 1974-75, two somewhat rare types of programs were initiated. The first was an associate degree in aviation administration offered cooperatively between Georgia State University and Atlanta and Clayton Junior Colleges. A student can take one year of core academic courses at one of the junior colleges and the second year of specialized courses in the university and can choose to receive the degree from any one of the three cooperating institutions. The second unusual program initiated this year was a master's degree program in health systems offered by the Georgia Institute of Technology. This program combines resources in systems engineering and health programs management and provides options in either systems analysis or systems planning. Both of these programs have gotten off to a promising start.

a) Aviation

b) Health Systems

Health Professions

Both in enrollment and number of programs, the health professions are continuing to grow, with the present enrollment approximately 7,000, 6.5 percent of the total student enrollment in the system. A total of 102 programs are offered in 27 of the 31 colleges and universities of the system,

with the nursing programs having the largest growth in the group. In future years, significant increases are expected in the allied health sciences as programs in this area which have been approved for implementation in 1975-76 and succeeding years begin operation.

Continuing Education

Another area in which the system is also growing rapidly is public service and continuing education. Activities in continuing education are attracting more and more students in the upper-age groups and are bringing higher education to all areas of the state. During the year, there were 1,433 programs (courses, individual conferences, etc.), with 1,111,826 participants and 1,708,674 participant hours. In public service, 151 programs with an attendance of 5,845 gave special assistance to 16 different Georgia state government agencies and 28 institutions offered a total of 421 cooperative programs. In the cooperative extension service, there were more than 500,000 participants in its agricultural programs throughout the state.

Public Service

Tenure

In February 1975, a new policy governing the award of tenure to faculty members in the system and new procedures to be followed in the event of dismissal of faculty members for cause were approved by the Board of Regents. This policy grew out of a careful study covering more than two years and is now being implemented for 1975-76. The faculty and administrators of all institutions worked closely with the chancellor and his staff in the preparation of the new policy, and it seems to be working well.

Studies Abroad

In the summer of 1975, the system is completing the 10th year of a very successful "Studies Abroad Program." This program is for the benefit of students in all institutions of the system and it provides foreign-study opportunities for selected students who seem qualified for it. This summer, language programs will be available in French at Dijon, German at Erlangen and Spanish at Valencia and a classics program will be held in Rome and Athens. The school of arts and sciences of Georgia State University is responsible for the general administration of the "Studies Abroad Program" for which total enrollment in the program this summer is 85.

Testing Program

The Regents testing program, established to see that all students in the system have satisfactory competence in reading and writing, is serving that purpose well. The tests, including the writing of an essay, are required of undergraduate students in all institutions. No student can receive an associate or baccalaureate degree without passing the tests. The tests are administered at the system level and each institution has a special studies program especially designed to help students who are having difficulty with the Regents tests.

Enrollments

Enrollment in the University System increased 6,925, or 6.3 percent, from the 1973 fall quarter to the 1974 fall quarter. In 1973, 109,125 students were enrolled and in 1974 the enrollment increased to 116,050. The enrollment for the 1975 summer quarter is the largest summer enrollment that the system has ever had.

Aid to Private College Students

A number of legislative actions were enacted which directly or indirectly affect the system. Among the major actions was the provision of a $400 per academic year grant to each eligible student attending a nonuniversity system approved institution. Beginning with the 1975-76 academic year and each year thereafter, the grant shall be increased to $500 for freshmen students and in the event the legislature appropriates the necessary funds, the amount of the grant shall be increased to $600 for all undergraduate students beginning with the academic year 1976-77 and each year thereafter.

No grants may be made to graduate and professional students unless a specific appropriation for that purpose is provided by the legislature. The act was amended to provide that students receiving such grants must be full-time students.

Productivity Center

Three resolutions concerning the Board of Regents were passed. One designates the engineering experiment station at Georgia Tech as the Georgia productivity center charged with the responsibility of stimulating the adoption of new methods and technology in all sectors of the economy, establishing a state policy encouraging productivity growth, performing research and development projects and reviewing productivity growth in the public and private sectors and making recommendations to the state for improving such growth.

Public Television

The second resolution created a study committee to look into possible duplication of efforts between the University System and the State Department of Education in the area of public television services, and the third urged the Board of Regents to determine the feasibility of establishing a college of optometry and other alternatives to assist in the need for optometrists in the state.

Optometry & Veterinary Education

Another action of the legislature established an advisory board for the college of veterinary medicine at the University of Georgia.

ILLINOIS

Board of Higher Education
500 Reisch Building
119 South Fifth Street
Springfield, Illinois 62701
James M. Furman, Executive Director

New Director

Significant events occurring within Illinois postsecondary education during fiscal 1975 included a change in the leadership of the Board of Higher Education staff, fall 1974 enrollment increases in all sectors, development of operating and capital budgets for fiscal 1976, the continuation of study activities associated with the development of a new phase of the Illinois master plan and selective programmatic expansion. James Furman became executive director of the board in January 1975, replacing Cameron West, who resigned to become president of the North Carolina Association of Independent Colleges and Universities.

Enrollments

There was a 9.1 percent increase in headcount enrollment at Illinois public and private institutions between fall 1973 and fall 1974. The greatest increase (18.2 percent) occurred at public community colleges. The increase at public universities was 2.8 percent, while private institutions increased headcount enrollment by 2.2 percent. There was a general increase in graduate enrollment in both the public and private sectors. Undergraduate enrollments continued to be stabilized at private institutions, while increasing significantly at public community colleges and declining at public universities. Full-time-equivalent enrollment at public universities has remained approximately stable for the past five years.

Funding Problems

In the budgetary sphere, the education objectives from a statewide perspective were to achieve dollar increases sufficient to offset the effects of recent inflation, allow needed programmatic expansion and expand student access to public and private postsecondary education institutions. The master planning objectives were to develop a plan for the qualitative growth

of postsecondary education within a future enrollment that may be characterized by stabilized enrollment and limited incremental dollars of state support.

Budgeting Process

The budgeting process for fiscal year 1976 was the first year that the Resource Allocation and Management Program (RAMP) was applied to both public community colleges and universities. RAMP was conceived by the Board of Higher Education and first applied to public universities in fiscal year 1975. RAMP is a vehicle through which public institutions submit annual budget requests and supporting data to the board and a means for institutions to identify their objectives over a five-year period. The major components of RAMP are: (1) mission and scope statements, through which an institution identifies its goals; (2) a technical plan detailing the activities designed to achieve these objectives; and (3) a resource requirements plan identifying costs and proposed sources of financial support.

Budget Recommendations:

a) Operating

In January, the Board of Higher Education forwarded its fiscal year 1976 operating and capital budget recommendations to the governor and legislature. The operating budget recommendations called for an increase in state-appropriated funds of $94.1 million to a total of $810.1 million. Highlights of these recommendations were an increase of $48.6 million for public universities, including 10 percent for salaries, 9 percent for general price increases, 20 percent for utility costs and $10.6 million for new and expanded programs.

b) Two-year Colleges

For public community colleges, an increase of $15 million to a total of $95.4 million was initially recommended based on a projected enrollment of 131,000 full-time equivalent (FTE) students in 1975-76. However, an actual FTE enrollment of 142,300 for the current year caused the board to recommend a further increased community college funding for 1974-75 and 1975-76 by a total of $9.9 million.

c) Student Aid

Other operating budget recommendations made by the board included $85.7 million for the State Scholarship Commission, a 16.1 percent increase, raising the maximum tuition and fees award to $1,500 and making possible total awards to 108,575 full-time and part-time students at public and private colleges and universities. The awards were available to half-time and certain fifth-year students for the first time during the 1974-75 year.

d) Private Colleges

e) Health Education

Regarding state aid to private colleges and universities, the board recommended $7.2 million in formula aid, a 20 percent increase, and health education operating and capital grants totaling $22.2 million, an increase of $5.5 million. The latter recommendation included $9.9 million for community hospitals affiliated with public medical schools.

f) Capital

The budget recommendations did not include proposed increases in student tuition and fees. The board's capital budget recommendations for fiscal year 1976 totaled $143 million, of which universities would receive $110.2 million and community colleges $32.8 million. The recommendation for universities included $57.3 million for a new teaching hospital at the University of Illinois medical center and nearly $30 million for remodeling and rehabilitation at the 13 public university campuses. The recommendation for community colleges included $27.9 million for new buildings or additions. In reaction to a request by the governor, the board recommended an additional $42 million in capital construction at public and private colleges and universities as part of a proposed accelerated state building program to increase employment opportunities, but the program was not funded by the legislature.

Budget Reduction

The governor accepted the board's basic budget recommendations with minor changes and the General Assembly proceeded to enact the appropriation bills. However, the governor subsequently indicated that his state budget should be reduced by six percent to reflect an unanticipated decrease in state revenues from the sales tax and income tax. At the end of June 1975, it was not apparent how this request would be implemented or how it would specifically affect postsecondary education during the coming year.

Master Plan Revision &

The Board of Higher Education began discussions in November 1973 concerning the need to revise the master plan for postsecondary education. In 1974 the board approved a list of topics to be studied in the master plan revision process and a procedural plan was adopted. The primary study assignments involved citizens' committees, board advisory committees and staff members of system governing and coordinating boards and the institutions they represent. Three statewide conferences were held in September 1974 to allow the public an opportunity to make recommendations concerning study topics and methods of procedure. The topics under study throughout the past year reflect the board's expanded planning as a 1202 commission. The topics are as follows:

1202 Commission Expanded Planning

— Goals of higher education.
— Higher education enrollment projections.
— Institutional mission and scope designations.
— The higher education governance system.
— Qualitative improvements of existing higher education programs and services and elimination of unnecessary functions.
— Special program needs, including an updating of previous health planning efforts. Other topics being studied are environment-energy, legal education and teacher education.
— The development of innovative and cooperative education delivery systems.
— Student access, scholarship and loan programs.
— An assessment of future higher education resource requirements including the role of tuition.
— Community service and continuing adult education.
— A review of construction and capital needs in public higher education.
— A review of public community college financing.
— The relationship of proprietary schools and colleges to comprehensive postsecondary planning and coordination.
— Programmatic organization of the community college system.
— Developments of positive affirmative action programs at all levels of higher education employment.
— Development of programs to increase minority and women student enrollment.

By the end of the fiscal year, the Board of Higher Education had received reports and recommendations in nine areas. The remaining reports are due by August 1975. The recommendations will be summarized and integrated into a single document by the board staff. This draft document will be the subject of public hearings and further study and review by advisory committees and postsecondary education institutions. The board will consider a revised master plan in December 1975.

New Programs Review

In programmatic developments the board continued to review thoroughly all new program proposals and require that institutions justify such requests in terms of need, demand and institutional mission as reflected in RAMP documents. Generally, new programs at public institutions were funded

through reallocation. The board continued during fiscal year 1975 its policy requiring that doctoral proposals must demonstrate compelling need and not be duplicative of existing programs at public or private institutions. The board also required that doctoral program requests be approved by its commission of scholars, a group of nationally rec gnized individuals.

Graduate Programs

The board adopted a policy providing for the limited development of doctor of arts programs on two public university campuses—the University of Illinois-Chicago Circle and Illinois State University, which will be evaluated at the end of a five-year period. During the year, the board approved several programs involving contractual arrangements between community colleges and proprietary schools, and adopted policy guidelines pertaining to such programs, including provisions for an annual program and contract review. The board continued to encourage cooperative program arrangements by awarding grants through the Illinois Higher Education Cooperation Act. This act, which is applicable to public and private Illinois institutions, was funded at a level of $350,000 during fiscal 1975.

Interinstitutional Cooperation

In February 1975, the Board of Higher Education adopted an affirmative action policy requiring that the board develop its own affirmative action program, encourage and monitor such programs in effect at other agencies, boards and higher education institutions, and incorporate affirmative action as an element in the exercise of the board's statutory responsibilities.

Affirmative Action

The constitutionally mandated Illinois Board of Education came into existence in January 1975, replacing the elective office of Superintendent of Public Instruction. The legislation creating this board provides for a liaison committee with the Board of Higher Education. During the past year, each board designated three members on the committee, which has met and considered the development of policies in areas of common concern.

New Board of Education

Other than appropriation measures, major proposals considered by the legislature during its spring 1975 session included bills to increase the membership of the Board of Higher Education, establish a separate governing board for Southern Illinois University-Edwardsville, establish a tuition reciprocity authority and require a plan for the development of a statewide educational television system.

Board Members/ New Board/ Reciprocity/ ETV System

INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46204
Richard D. Gibb, Commissioner of Higher Education

Among the significant events affecting postsecondary education in Indiana during 1974-75 was the development of a staff for the office of the Commission for Higher Education. The commission had been in an unusual turmoil since its creation and hopefully this has been considerably alleviated. The commission received relatively strong legislative support during the 1975 session in terms of budgets for public postsecondary education. The house approved the budget as requested by the commission and the senate made only very modest cuts.

Commission Staff

Appropriations

Legislative actions of special significance to public postsecondary education included a measure creating a higher education liaison between the

Legislative Liaison

legislature and the Commission for Higher Education. This action was a direct result of a feeling on the part of many legislators that they had created a coordinating agency in 1971 but had lost all contact with it. This liaison group will consist of four people from the senate and four from the house (two from each political party) and will meet several times a year with the commission. While there is always a danger that this group will become another level of bureaucracy, from the positive standpoint it could be a very desirable means of promoting the image of public higher education. If these legislators could agree with the recommendations of the commission, it would certainly make it easier for the full legislature to accept the recommendations.

New Commission Power

Program Review

A bill expanding the power of the Commission for Higher Education was passed by both houses and signed by the governor. The changes are modest but the commission now has the authority to review existing programs whereas it formerly could only approve or disapprove new program requests. The act also allows the commission to approve or disapprove one-year programs whereas in the past it approved two-year and beyond programs.

Vocational Board Restructure

The State Board of Vocational-Technical Education was restructured in an effort to insure a higher degree of cooperation between the secondary and postsecondary sectors of vocational-technical education. The new law provides that the state superintendent of public instruction and the commissioner of higher education serve on this board with one serving as chairman one year and the other the following year. The intent is to discourage unnecessary duplication between activities in the area of vocational education which are postsecondary in nature and those carried out at the secondary level.

New Boards

Governance & Fees Studies

Four bills were introduced which would provide separate governing boards for four regional campuses. Two of these bills are submitted every year and the other two are probably submitted as "ploys." None of the bills passed. The legislature asked the Commission for Higher Education to do a study of governance of the state colleges and universities and be prepared to make recommendations in the future. The legislature, although not by formal action, also indicated that it expects the commission to make specific recommendations on the total fee structure for postsecondary education in 1977.

Problem Areas

Specific problem areas for the commission (in order of priority) are: (1) relationship between the public and private sectors of postsecondary education, (2) governing structure of public postsecondary education, (3) the entire area of vocational-technical education, (4) tuition and fees and (5) health education.

IOWA

State Board of Regents
Grimes State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

Contingency Appropriations

Inflation and the spiraling costs of energy resulted in a special appropriation for $2 million in contingency funds this past year to be used to offset any unanticipated increases at the regent institutions. Likewise, cutbacks in finding for a number of federal programs, primarily those in the health

sciences, also made it necessary to request a contingency fund to provide for the continuation of these programs. The legislature appropriated $3 million to the regents for this purpose of which $1.7 million have been used in 1974-75.

Collective Bargaining

The prospect of public collective bargaining becoming law July 1, 1976, resulted in a flurry of activities by the various groups involved. Union organizing activity was manifested in many campus and legislative activities. The Public Employees Relations Board (PERB) developed guidelines for the collective bargaining process and these were distributed to all concerned. In line with the regents responsibility for administering the nonacademic merit system, a uniform pay plan and a revised classification system were approved during the past year.

Nontraditional:

a) Regional University

Through the membership of one of the regent's institutions, Iowa State University, the University of Mid-America program was initiated in Iowa. A unique venture in American postsecondary education, the University of Mid-America (UMA) is one of the major experimental ventures in education being sponsored by a grant of $1,418,000 from the Department of Health, Education and Welfare. Through a structure which combines expertise and resources on a regional and national scale, UMA will develop multimedia learning experiences which are provided to adults in four states (i.e., Iowa, Kansas, Nebraska and Missouri) through statewide open learning "delivery systems" linked cooperatively to the regional program. The regent institutions are also developing a bachelor of liberal studies degree which would be an external degree program for adult students who have earned an associate degree or its equivalent. This program is expected to enroll its first students in June 1976.

b) Open Learning

c) External Degree

Statewide Studies

Two statewide studies were undertaken with federal "1202" planning grant funds administered by the Iowa Higher Education Facilities Commission. One study was a survey of educational and career plans for high school seniors and the other was a study of the financial needs and resources of full-time undergraduates in the state of Iowa. A third study to be undertaken in the coming year will examine the educational needs of nontraditional students and propose a mechanism for improving the delivery of nontraditional educational services.

Legislation:

a) New Commission

Legislative items this session include the reintroduction of legislation to establish a commission on postsecondary education, to increase the maximum tuition grant for private colleges and to approve an appropriation for postsecondary education. The bill to establish a postsecondary commission was essentially the same as that introduced in the previous session and like its predecessor it was not acted upon. In another action the legislature increased the maximum tuition grants for private colleges from $1,000 to $1,300.

b) Aid to Private

c) Appropriations

An omnibus appropriation bill for postsecondary education for 1974-76 was passed and approved by the governor. A separate bill provides funds for salary increases for all state agencies. Appropriations from both bills amount to $154 million for a 13 percent increase over 1974-75. A contingency appropriation of $900,000 for 1975-76 was provided for all state agencies for continuation of essential programs which incur losses of federal funds. This compares with $3 million which was provided for institutions under the Board of Regents for 1974-75. The regents' request for capital funds was reduced drastically to an appropriated amount of $3.7 million. An

appropriation in the amount of $3.3 million has been provided to replace tuition income which is required for debt service of academic building revenue bonds.

Optometry Education

Another legislative action of state and possible regional concern was the establishment of a legislative study committee to conduct a study during the 1975 legislative interim relating to the feasibility of establishing a college of optometry in Iowa. The Board of Regents had earlier requested the purchase of seats in existing optometry schools in other states for the next two years while a study was undertaken to ascertain the need for a school of optometry in Iowa, but the legislature failed to approve the necessary funds.

Private Medical Education

A $750,000 appropriation was approved for the College of Osteopathic Medicine and Surgery, a private institution in Des Moines, for the "admission and education of not more than 30 percent of each of the lower two classes of students" in the institution during the next year. The subvention program is for resident students and if the number of resident students does not equal 30 percent of the total enrollment of each class, the amount shall be reduced by $20,000 for each class member under the required percentage.

Enrollments

Enrollments in fall 1974 for all of postsecondary education increased slightly over the previous years with the largest gains experienced in the professional and technical colleges (14.7 percent). The area community colleges and regent institutions also experienced increases of 4.3 percent and 2.5 percent respectively. The private colleges and universities experienced a slight decrease in enrollment of 0.7 percent overall. This trend is expected to continue this coming fall.

Voc./Tech. Tuition Grants

A new program to provide vocational-technical tuition grants was initiated this year by the state. The tuition grants are for full-time resident students attending an area vocational-technical institution in the state. An appropriation of $75,000 was provided for the program.

KANSAS

Board of Regents
Suite 1416
Merchants National Bank Tower
Topeka, Kansas 66612
Max Bickford, Executive Officer

Appropriations

The 1975 Kansas legislature enacted several bills which will directly affect the Board of Regents and the institutions under its jurisdiction. The legislature authorized appropriations from the state general revenue funds for operating the state colleges and universities in the amount of $138.7 million which is up from $114.9 million the previous year. This is an increase of 20.7 percent and compares with an increase of 16.4 percent for fiscal year 1975. Capital improvement appropriations for fiscal year 1976 from the general fund, education building fund and federal revenue sharing fund amounted to over $21 million, compared to $12.3 million for fiscal year 1975. The governor recommended to the legislature virtually all of the building projects requested by the Board of Regents. The legislature responded with record appropriations for new construction and remodeling.

Over $1 million was appropriated to the Board of Regents to allocate on a statewide priority basis for special repairs and maintenance projects. In

recognizing the need for continued support in this area, the governor recommended increasing appropriations in future years as follows: $1.5 million for fiscal year 1977, $1.75 million for fiscal year 1978 and $2 million for fiscal year 1979. Significant in the legislative appropriations are the increases in operating budgets. The legislature has approved the recommendations from the regents and the governor for a 10 percent faculty salary increase and a 15 percent increase in other operating expenditures.

Student Advisors

Apart from appropriation measures, probably the most significant legislation was SB 472 which establishes the Student Advisory Committee to the Board of Regents. This committee will be composed of one student from each of the six state colleges and universities and its powers, duties and functions will include attendance of all meetings of the Board of Regents, making recommendations, consulting, identifying student concerns and stimulating awareness of student rights and responsibilities.

Student Aid Agency Change

The Kansas legislature acted on several other proposals affecting higher education. The State Education Commission, which was responsible for administration of the tuition grant and state scholarship program, was abolished and all its functions, powers and duties transferred to the Board of Regents.

Residency

Residency requirements were changed from 6 to 12 months.

Payrolls

In action on the last day of the session, the legislature delayed the implementation of the biweekly payroll and assigned to the State Finance Council the authority for deciding when, where and if it should be implemented.

Medical/Health Education

The legislature continued its support for medical education and allied health education particularly at the clinical branch in Wichita. Resident and internship programs will be augmented by a number of additional house staff positions at the Wichita branch of the school of medicine. Appropriations will provide full funding for the contractual arrangements with Wichita hospitals for house staff stipends and the educational expense of clinical training for students in the Wichita branch. Additionally, 12.8 unclassified and 4 classified positions have been provided for the clinical branch in Wichita. The 1975 legislature enacted a law for one year to set up 12 scholarships at $6,000 each for medical doctors and an additional four scholarships of $6,000 each for osteopaths, at a total cost next fiscal year of $96,000.

Program Review & Analysis

In March of this year the board adopted the report, *A Review and Analysis of Undergraduate Programs at the State Colleges and Universities.* The report, in preparation over a period of two years, is an effort to answer questions most often voiced by critics. It identifies the multiple responsibilities of institutions of higher education, enumerates guiding principles upon which undergraduate colleges are based, describes innovative programs under way at the institutions and provides supporting statistical data and rationale for existing programs.

Collective Bargaining

The board has been involved in the negotiation process at one of its colleges this past year as a result of "meet and confer" legislation adopted by the state several years ago. This process has been complicated by the fact the Board of Regents is the governing board for six state colleges and universities but is formally negotiating with only one. Progress has been slow and as of this data federal mediation has been requested by the faculty unit.

A version of the National Center for Higher Education Management Systems (NCHEMS) faculty activity analysis form was used to conduct a statewide

Faculty Workload

faculty workload study during the fall 1974 semester. The results of that study are currently being analyzed.

KENTUCKY

Council on Public Higher Education
809 Capitol Plaza Office Tower
Frankfort, Kentucky 40601
A. D. Albright, Executive Director

Long-range Planning

The focal effort of the Council on Public Higher Education during 1974-75 was toward the development of a comprehensive long-range state plan for higher education. Several task groups were established to study the various components of the plan, identify needs, provide alternatives and make recommendations. The schedule for completion is predicated on the mandate by the legislature that it be presented to the 1976 session of the General Assembly. A position of coordinator of institutional planning was staffed and the task group of institutional representatives was initiated to develop a planning format for long-range planning at each institution. A closer working relationship was established with the independent colleges through their representation on the various planning task groups.

Health Professions

The area health education services program is well under way with the establishment of several area centers for field training of personnel in the health professions. Task groups are continuing to evaluate the various components of health services. Kentucky received a grant to design an information system for health manpower in the state and is well along toward identification of data sources.

1202 Commission

A "1202 commission" was appointed by the governor to comply with the federal request for a postsecondary planning agency. The Commission had not held a meeting at the time of this report.

Computer Network

As part of the statewide planning effort, a five-year plan for computing services was developed and the recommended computer network for providing such services is in the process of being implemented. Initially two service nodes are planned with large-scale computers and communications facilities to allow tie-ins from the various user institutions. Kentucky has been selected by the National Center for Higher Education Management Systems (NCHEMS) as one of five pilot states to develop the state level information base project. The public institutions have adopted the information exchange procedures as the blueprint for producing a rather sophisticated cost study. The NCHEMS program classification structure has been adopted as the "crossover" from an institution's chart of accounts to a statewide chart of accounts, thereby providing a comparative financial report for all institutions. The council has directed that a cost study be initiated and completed within the next year and the NCHEMS information exchange procedures will be used to accomplish that task. An interim cost study is in progress which will produce some basic cost data by the fall of this year.

Cost Study

Budget Format

As the 1976 legislative session will convene in January 1976, the financial affairs committee has approved the budget format to be used by the institutions for submission of requests for the 1976-78 biennium. A modified program budget approach has been adopted utilizing the NCHEMS program categories as the basis for the budget format.

Special study groups have been formed to determine the status of legal education, engineering education and the agriculture programs in Kentucky. Veterinary medicine continues to be an issue as a special report is being developed for the legislative session toward deciding whether to continue to utilize other states' programs or construct a veterinary school in Kentucky.

Special Studies

Veterinary Education

LOUISIANA

State Board of Regents
P.O. Box 44362, Capitol Station
Baton Rouge, Louisiana 70804
William Arceneaux, Commissioner of Higher Education

Since January 1, 1975, the effective date of the new state constitution, higher education institutions in Louisiana have been functioning under a new structure of governance. Four newly created boards are now in operation: the Board of Regents, the Louisiana State University Board of Supervisors, the Southern University Board of Supervisors and the Board of Trustees of State Colleges and Universities. William Arceneaux, formerly executive director of the Louisiana Coordinating Council for Higher Education, was appointed commissioner of higher education by the Board of Regents in one of the board's first actions of 1975.

New Governance Structure

A unified budget for all public higher education has been presented to the legislature for the first time as a result of the Board of Regents' constitutionally mandated budgetary responsibility. The board submitted an operating budget request which recommended an increase of $33,551,649 in state support for higher education. This figure represents a 19.46 percent increase in funding over last year. The executive budget, however, proposes a 13.13 percent increase for higher education equaling $22,628,431. Capital budget recommendations were offered by the Board of Regents in the amount of $48 million.

Unified Budget

Budget Requests

A bill currently under consideration by the legislature would provide state support to private institutions of higher education. Although state funds have been provided for several years to the Tulane University school of medicine for the education of Louisiana residents, passage of this bill would represent the first blanket approval of state aid to private higher education at the undergraduate level. The bill provides for payments of $125 per semester, to be paid semiannually, for each Louisiana resident enrolled in a private college or university in the state. Maximum payments are set at $500 for students pursuing the associate degree and $1,000 for those pursuing the baccalaureate.

Aid to Private

In response to a concurrent resolution passed in the 1974 legislative session, the Board of Regents conducted a study of statewide tenure policies which resulted in the recommendation that a single statewide tenure policy be adopted by the board. A bill is presently under consideration to authorize the board to proceed with the development of such a policy. Studies to determine the feasibility of establishing new community colleges in three locations in the state were also conducted by the board in response to legislative requests. Based on the findings, the board recommended that no new community colleges be established at this time.

Tenure

New Two-year Colleges

In 1974, Louisiana joined the "Academic Common Market," a regional project conducted by the Southern Regional Education Board. The market

Academic Common Market

provides for a waiver of out-of-state tuition in selected graduate programs to residents of participating states. Nine programs in Louisiana institutions are presently available to citizens of certain other states in the region, while Louisiana residents have access to 11 programs located in five states.

Seminars for New Boards

In its capacity as the state postsecondary education commission (1202 commission), the board sponsored four seminars during 1974-75. The seminars were designed to give members of the newly created boards dealing with postsecondary education a broader perspective on the status and future of postsecondary education in Louisiana. The role, scope and responsibilities of the respective boards were explored along with the means by which they might cooperate and interact with each other and with the private sector.

State Plan/Formulas/ Data Base

During the coming year, the Board of Regents will direct its energies to the development of a comprehensive state plan for Louisiana higher education during the remainder of the seventies, revision of the state appropriation formula and the establishment of a data base sufficient to support necessary decision making.

MASSACHUSETTS

Board of Higher Education
182 Tremont Street, 14th Floor
Boston, Massachusetts 02111
Patrick E. McCarthy, Chancellor

Aid to Private

Prior to fiscal year 1975 the Commonwealth of Massachusetts was restricted by its constitution from providing appropriations to private institutions of higher learning. In November 1974, at the state's general election, article XLVI of the constitution was amended by the voters to allow the general court the flexibility to provide "grants-in-aid to private higher educational institutions. . . ." The Board of Higher Education has instituted a working party to study the possible avenues for funding private institutions now that constitutional restrictions have been removed and hopes to report its findings before the end of this fiscal year.

Program Budgeting

The Board of Higher Education, through its budget and capital outlay committee has sought in recent years to institute a program-oriented budget process for public higher education. The fiscal year 1976 budget recommendations of the board have moved progressively closer to that full program budget concept. Key elements of the public higher education submissions were isolated and analyzed with careful regard to technical, program and

Budget Requests

policy implications inherent in the submitted materials. The board has recommended to the legislature and the governor a fiscal year 1976 public higher education budget of $306.1 million, representing an increase of $74.6 million over the present 1975 appropriations. Massachusetts has since found

Fiscal Crisis

that it may face budget deficits in excess of $400 million in this fiscal year and as large as $700 million in the next fiscal year. The Board of Higher Education as well as public higher education governing boards are in constant communication with the legislative and executive branches of government to seek solutions to this fiscal crisis.

Institutional Merger

By act of the 1973 legislative session, two public institutions of higher education—Lowell Technological Institute and Lowell State College—were authorized to merge and become known as the University of Lowell. In accordance with that act, and after more than a year of careful planning, the

merger will take place effective July 1, 1975. The public system of higher education will then consist of the University of Massachusetts and its three campuses, including a medical school, Southeastern Massachusetts University, the state college system with its 10 institutions, the community college system with its 15 institutions and the University of Lowell.

Student Aid

The board's general scholarship program received a $1 million increase in its fiscal year 1975 budget for a total of $10.5 million plus other state funding of $717,000. In addition, the State Student Incentive Grant Program, enacted as part of the Education Amendments of 1972, increased the scholarship programs total to $11.86 million. With this funding the board was able to assist 20,000 needy students in the 1974-75 academic year, 3,000 more students than last year. Development of a comprehensive and sophisticated computer support system for the scholarship program assisted the board's efforts in 1975. The police incentive salary program, a program administered by the Board of Higher Education to provide pay increases to police officers for their academic achievements, outlined the state's salary commitments to over 3,500 officers. The veterans affairs division of the board has carefully examined institutions that wished to offer job-training programs to veterans and has granted 16 new institutional approvals.

Program Review & Approval

The board's academic affairs division has approved 75 new public academic programs for fiscal year 1975 through the use of a rigorous review program including assistance from professional academicians serving on advisory committees. In addition, new degree programs in private higher education institutions have been reviewed through the board's process. "Program Impact" (Title I, HEA 1965), a federal program administered by the board for six years, approved eight community service and continuing education awards averaging $36,000.

Public/Private Cooperation

The board's planning efforts have included major achievements in the development of public and private higher education institution cooperation, including the continued development of the Public/Private Forum on Higher Education. The forum is a voluntary association of institutional representatives who are interested in developing the efficient use of all higher education resources in Massachusetts. In addition, a careful review of the board's many activities and goals and the interrelationships of those activities has been carried out in the "Board of Higher Education, Procedures for Guiding the Rate and Direction of Growth." A reassessment of the powers and duties of the board also took place in this past fiscal year and the board has drafted legislation, for the approval of the legislature reflecting that reassessment.

Reassessment of Board

Affirmative Action

The Board of Higher Education completed in fiscal year 1975 for public hearings its comprehensive regulations for equal employment opportunity for women and minorities in public institutions of higher education. The regulations include provisions for yearly compliance reporting, enforcement procedures for incidences of noncompliance, required affirmative action plans and utilization analyses and the appointment of full-time affirmative action officers. These regulations were the result of the work of an ad hoc committee on affirmative action which included members from academia, state and federal government, the general public and women's and minority organizations.

Fiscal Crisis &

The 1975 legislative session will not terminate until late fall, because of the state's fiscal crisis. To date, seven acts have become law dealing solely with the fiscal year 1975 budget deficiency, including a tax bill to retire the

Budget Cuts

Higher Education Reorganization

principal and interest payments on a $450 million bond issue. The governor's budget recommendations for fiscal year 1976 were filed in late June. His legislation contains serious budget cuts for the University of Massachusetts and the Board of Higher Education and minimal increases for the other agencies of public higher education. In addition, the governor has recently filed legislation to reorganize public higher education. This bill would abolish the Board of Higher Education and invest most of its powers with the secretary of education. The board is also in the process of filing its own legislation amending and strengthening its coordinating authority. This legislative session promises to be a long and important one, especially for public higher education.

MICHIGAN

State Department of Education
Box 420
Lansing, Michigan 48902
Robert L. Huxol, Associate Superintendent for Higher Education

Enrollments

Appropriations

Equipment

For the fall of 1974, enrollments in all Michigan institutions of higher education reached 457,789 students (headcount), an increase of 8.6 percent from the prior year's record enrollment. State appropriations for operations at public institutions, including community colleges, were $495,275,157 (after a 1.5 percent executive order reduction in January 1975). Through the Michigan Higher Education Facilities Commission, a total of $338,392 in grants has been recommended for Michigan colleges for undergraduate instructional equipment under Title VI-A of the Higher Education Act.

Aid to Private

Student Loans

Last year, the legislature enacted into law a proposal by the State Board of Education to provide a program of grants to nonpublic institutions. During 1974-75, approximately $1.9 million was allocated to eligible independent colleges, based upon the number of degrees awarded to Michigan residents. Proposals have been introduced in the legislature providing for a state guaranteed student loan fund, and legislation is being prepared which would provide for statewide community college districting.

Dental Education

Program Inventory

Program Review & Approval

Statistics

Department staff has completed a comprehensive report on dental education needs, which is currently under review by the State Board of Education. In addition, a complete inventory of all academic programs at state colleges and universities, community colleges and nonpublic institutions is under way, with the section on public baccalaureate institutions now completed. The State Board of Education is still awaiting a Michigan Supreme Court decision which would clarify the board's authority in the area of program review and approval. A staff analysis of the entire 10-year cycle of Higher Education General Information Survey (HEGIS) reports of financial statistics has been completed which examines significant trends in revenue sources for public baccalaureate institutions, and a "Fact Book" tabulating responses to all sections of HEGIS for 1974-75 is in preparation.

MINNESOTA

Higher Education Coordinating Commission
550 Cedar Street, Suite 400
St. Paul, Minnesota 55101
Richard C. Hawk, Executive Director

Appropriations

The past year was an important one for postsecondary education in Minnesota with the most significant developments occurring at the state capitol. The 1975 Minnesota legislature showed strong support for postsecondary education by approving a higher education appropriations bill totaling $537 million, an increase of $116 million over the current biennial appropriation. In addition, the legislature endorsed most of the commission's major policy recommendations (*Making the Transition, Report to the 1975 Minnesota Legislature, January 1975*) by approving an omnibus bill dealing with budget review, reciprocal tuition agreements with North and South Dakota, awards for state scholarships and grants, the state student loan and medical student loan programs and the private college contract program. The legislature also passed a $1.6 billion school aid bill that includes funds for postsecondary vocational education and changes the funding base of area vocational-technical institutes from reimbursement of past expenditures to a current funding basis.

Omnibus Bill

Voc./Tech. Funding

Student Aid

The legislature appropriated $28.65 million for the state scholarship and grant-in-aid programs for the next two years, more than double the $14 million appropriated for the current biennium. The appropriation is expected to aid 14,500 students in fiscal year 1976 and 16,000 students in 1977. During the past year, the commission received approximately 30,000 applications for student assistance compared to 12,096 received the previous year. The legislature authorized an increase in the maximum award from $1,000 to $1,100 and it authorized a change in the law which will enable students attending proprietary institutions to participate in the programs for the first time in 1976. Also adopted was a provision which will enable the commission to negotiate reciprocal student aid agreements with those states with which a tuition reciprocity agreement exists.

Reciprocal Student Aid

Student Loan Bonds

An increase in the bonding authorization from $30 million to $90 million for the state student loan program was authorized by the legislature. More than 15,000 students are receiving loans from revenue provided from initial bond sales and extension of the bonding authorization will enable the commission to provide loans to approximately 40,000 more students in the next two years. The legislature provided $1.75 million and authorized provisions for implementing a revised work-study program which will start this fall. Under the new law, the commission is authorized to offer work-study grants to postsecondary institutions upon their application. The institutions will help arrange the employment and provide payments to full-time students who are selected on the basis of financial need.

Work-study Grants

Reciprocity

Legislation authorizing the transfer of funds between North Dakota and Minnesota under a reciprocal tuition agreement was approved. An agreement between Minnesota and North Dakota, patterned after the Minnesota-Wisconsin agreement, was approved by the Higher Education Coordinating Commission and the North Dakota Board of Higher Education. The agreement, which goes into effect this fall, covers public higher education institutions. Under the omnibus higher education bill, all provisions approved for reciprocity with North Dakota will apply to South Dakota. Minnesota and South Dakota have conducted some preliminary talks, and

the agreement with Wisconsin was also renewed for the 1975-76 academic year.

Budget Review & Reporting Format

The legislature made budget review a statutory responsibility of the commission and authorized it to develop a budgetary reporting format in cooperation with the postsecondary education systems, the house appropriations and senate finance committees and the state administration and finance departments. The format is to be designed to provide data to facilitate systematic review of the budget submissions of the state postsecondary systems and to include relating dollars to program output. The commission is authorized to review budget requests for the systems, including plans for construction or acquisition of facilities and to relate present resources and programs to the state's current and long-range needs. The commission is to conduct a continuous analysis of the financing of postsecondary institutions and systems, including assessments as to the extent to which the expenditures and accomplishments are consistent with legislative intent. Moreover, the commission is to obtain from private institutions receiving state funds a report on their use of those funds. During the past biennium, the commission developed the first consolidated program budget summary for all of Minnesota postsecondary education.

Private College Contracts

The legislature approved a change in the authorization of payments for the private college contract program and appropriated $7.2 million to provide for full funding to the maximum amount authorized. Under the change, the focus of the program will be shifted from emphasis on accommodating increasingly larger numbers of Minnesota residents to emphasis on providing incentives to private colleges and universities to continue their present level of service to residents and to continue to serve students from low-income families. The $7.2 million compares with $2,952,400 appropriated for the 1973-75 biennium.

Registration & Approval of Private Schools

A new law authorizing the commission to provide procedures for registration and approval of private postsecondary schools was approved by the legislature. The new law is aimed at protecting citizens, students and institutions against questionable, unethical and fraudulent practices including such practices by institutions referred to as "degree mills." The law also is intended to provide accurate and relevant information to students about services, institutions and programs available.

Regional Centers

The legislature increased its funding for the regional postsecondary education centers administered by the commission. The centers, authorized in 1973, focus on improving the efficiency and effectiveness of postsecondary education in meeting regional needs through increased interinstitutional cooperation and coordination of programs and planning. Nearly 40 institutions are actively participating and about 3,500 students have participated in the programs through the three centers.

Appropriations

The total appropriations of $537 million for higher education go to the State Department of Education, the University of Minnesota, the state college system, the community college system, the Higher Education Coordinating Commission, the Mayo Medical School and for nursing scholarships.

Salary Increases

Included are salary increases of 10 percent the first year of the biennium and 5 percent the second year for university faculty, 15 percent the first year for state college faculty and 5 percent the second year, and 8.1 percent the first year and 2.6 percent the second year for community college faculty. Based

Tuition Increases

on the appropriations, tuition at the three public higher education systems is expected to increase 10 percent the first year of the biennium and 5.5

percent the second year although the governor had proposed a tuition freeze for all public postsecondary education. The legislature instructed each house to name five members to review tuition policy at postsecondary vocational institutes and report back to the 1976 legislature. Vocational institute students under 21 are not required to pay tuition.

Voc./Tech. Tuition Review

The legislature passed a law providing for the redesignation of the seven state colleges as state universities. It also authorized the issuance of $12.3 million in state building bonds for the construction and equipping of a new law school building on the Minneapolis campus of the University of Minnesota. Another law will entitle senior citizens 62 or over to audit any credit or noncredit courses in any state-supported higher education institution without payment of tuition or activity fee, contingent on space being available after all tuition-paying students have been accommodated. An administration fee of $2 per credit hour is to be collected only when a course is taken for credit.

Colleges to Universities

Law School Building

Aid to Senior Citizens

The legislature devoted considerable attention to a variety of postsecondary issues, some of which will receive further examination during the 1976 session. Bills which were introduced but did not pass included governance of postsecondary education, public broadcasting, osteopathy and optometry education, a statewide testing program, funding for a community college in Cambridge, funding for community service projects, tuition supplements and equivalency credits for National Guard and reserve units, student membership on the University of Minnesota board, income tax deduction for postsecondary education expenses, the Fairmont regional center, St. Paul postsecondary education extension centers and grants to state college students who live in residence halls.

Defeated Legislation

During the year the commission further improved the review of new academic programs, expanded efforts to review existing programs and began to provide increased coordination at early developmental phases of program planning in areas such as health, human services, agriculture, teacher preparation and preparation for government service. The commission developed in collaboration with the Minnesota Planning Agency and the Minnesota Board of Health an interagency network, supported by a federal contract, to address at all levels the data and policies related to production and utilization of health manpower. The Northland Regional Medical Program provided a grant to capture the data and processes now used in health manpower planning and a grant to introduce the decision-making model for regional health education consortia. The commission reactivated its advisory committee on nursing education and continued to analyze postsecondary education enrollment data. For the first time, all institutions were surveyed regarding the fall 1974 distribution of students by age category and by level of instruction. Adding the adult component to its projection model for the first time the commission found in a preliminary report that the general pattern of projected headcount enrollment of Minnesota public postsecondary education indicates less decline 10 to 15 years from now than was previously simulated.

Program Review & Planning

Health Manpower Data

Enrollment

A feasibility study of the need for and use of instructional television in Minnesota institutions was conducted. It provided the basis for the conclusion that the interinstitutional instructional television program is not achieving sufficient results to justify its continued support. As a result of the commission's recommendation, the legislature discontinued funding. An advisory committee met regularly to address the implications of educational technologies in postsecondary education resulting in the commission

Instructional Television

recommending to the governor and legislature that a special study on educational radio and television be initiated to determine the appropriate mechanisms for representation of the public interest in the state.

Regional Conferences

A series of regional conferences was held in the state to provide for interaction on postsecondary education issues by commission members, institutional officers, legislators and concerned citizens. A study on problems and pllicies of transfer of students among institutions was initiated and completed and the commission made several recommendations to improve

Student Transfer & Recruitment

student transfer. The commission addressed the issue of student recruitment and recommended several guidelines for institutions to follow as acceptable recruiting standards. The governor discarded the Minnesota Postsecondary

1202 Commission

Education Planning Commission, established as the "1202 commission," and assigned that responsibility to the Higher Education Coordinating Commission.

MISSISSIPPI

Board of Trustees, Institutions of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary and Director

Appropriations

During 1974-75, public higher education in Mississippi has continued its upward trend, as evidenced during the past several years. Despite adverse economic conditions which prevailed throughout the nation, the 1975 session of the Mississippi legislature showed its support for the public universities by appropriating a total of $113,015,489 for 28 separate budgetary units. The units comprise the eight state-supported universities and their related agencies and divisions. Out of this total amount, $70,199,809 was allocated to the eight state-supported universities for the

Tuition Increase

day-to-day expenditures at these institutions. Tuition for out-of-state students was increased, as well as the in-state tuition at five of the universities. This is the first major tuition increase since 1968. With this tuition increase and with the state tax dollars appropriated for 1975-76, the eight universities will see an increase of approximately 12.5 percent in general operating funds. Also included in this total appropriation is

Off-campus & Resident Centers

$1,720,420 for the operation of eight degree-granting off-campus branches and the five resident centers located throughout the state. This represents an increase of 5 percent over last year's $1.6 million appropriated for these off-campus operations. Funds appropriated for construction of physical facilities on the campuses totaled $7,642,085 for 1975-76.

New Degree Programs

Since July 1, 1974, there have been several new degree programs initiated as well as the addition of master's and specialist degree programs. New baccalaureate degree programs include applied math and computer science at Alcorn State University, meteorology at Jackson State University and computer science at the University of Mississippi. Master's programs include nursing at Mississippi University for Women and criminal justice at the University of Mississippi. Specialist degree programs include business education at the University of Mississippi and home economics at the University of Southern Mississippi.

New Dental School

The first class of the University of Mississippi school of dentistry was accepted during the spring of 1975 with classes beginning in the fall of 1975. This new school is located in Jackson as part of the University of Mississippi

medical center with plans for permanent facilities to be located adjacent to existing medical center structures.

New Veterinary College

At Mississippi State University, the college of veterinary medicine, established during 1974, is in the process of assembling faculty members and developing program cirruculum. Funds were appropriated by the 1975 Mississippi legislature for completion of final plans for construction of physical facilities. Plans call for the college of veterinary medicine to begin classes in the fall of 1978.

MISSOURI

Department of Higher Education
600 Clark Avenue
Jefferson City, Missouri 65101
Jack L. Cross, Commissioner of Higher Education

New Department & Coordinating Board

July 1, 1975, marked the completion of the first year of operation for the newly created Department of Higher Education. The new department is headed by a nine-member lay Coordinating Board for Higher Education with a professional staff under the direction of a commissioner of higher education.

Priorities

Priorities established to guide its activities during the year included: (1) the development of procedures and strategies for comprehensive master planning for all postsecondary institutions in the state, (2) implementation of a program-oriented financial reporting system based upon the program classification structure developed by the National Center for Higher Education Management Systems, (3) formula budgeting for the public senior institutions, (4) revised procedures and guidelines for submitting new certificate and degree proposals for board action, (5) an update and expansion of the certificate and degree program inventory, (6) proposed new legislation relating to state support of the public community/junior colleges assigned to the department under the state reorganization act and (7) the appointment of a variety of advisory committees and task forces to assist the board in discharging its legal responsibilities.

Master Plan

In implementing comprehensive master planning, steps have been taken to identify representatives of various publics to serve on resource groups and/or technical committees. Proprietary interests will be active participants in this planning enterprise. The activity is a partial implementation of the Coordinating Board for Higher Education's designation as the "1202" comprehensive planning commission for the state of Missouri.

Formula Budgeting

In 1973 the commission* switched from a fall full-time enrollment basis to an academic credit-hour enrollment basis for computing instructional cost center budget recommendations. In 1974 the procedure was further refined to collect credit hours by the Higher Education General Information Survey (HEGIS) taxonomical discipline areas and to develop differential direct instruction cost weights by level in computing budget recommendations. Effort is continuing on the development of formula-based budget recommendations for most noninstructional cost centers.

Program Guidelines Review

Revisions in the guidelines applicable to new certificate and degree program requests being suggested by the staff give attention to program definitions, a procedure which will relate programs requiring additional state funding to

*Commission on Higher Education, predecessor to the newly created Coordinating Board for Higher Education.

institutional budget requests and the appropriations process and the development of more specific applicability of policies and procedures to junior college and vocational-technical programs. The staff is working cooperatively with the Department of Elementary and Secondary Education to insure the development of a submission document common to both departments.

Two-year Colleges Funding

The legislature passed a coordinating board-supported bill increasing the level of funding for public community/junior colleges from $16.67 per credit hours to $20.00 per credit hour for fiscal year 1976. In subsequent years, the maximum state aid eligibility is set at 50 percent of operating costs and the actual dollar amount is subject to institutional budget review and appropriations recommendations by the coordinating board. Differential funding for higher cost occupational-technical programs is also provided for.

Technical Advisory Committee

In April 1975, the coordinating board, based upon a recommendation from the fiscal affairs committee, requested that the board's advisory committee submit names of persons to serve on a fiscal affairs technical advisory group. This group will have the basic responsibility for providing technical advice on financial matters of statewide significance. Specific charges included a continuity of dialogue between the institutions and the board on matters of funding, costing studies, data refinement for improved comparability and adequacy of reporting data. The staff of the Department of Higher Education was assigned the responsibility for working closely with the fiscal affairs technical advisory groups (FATAG).

Enrollments

On the basis of comparison with enrollments reported for fall 1973 (184,765), enrollments for 1974 show an increase of 5,574 or 3 percent. As the statistical fault for 1973 was essentially one of overreporting, it then seems reasonably accurate to claim at least a 3 percent increase in on-campus headcount enrollments for this fall. Other general observations can also be made. As has been true for several years, the greatest growth was among the public junior colleges, now enrolling about 25 percent of statewide enrollments. 1974 marks the second consecutive year that private senior colleges have, collectively, shown growth from a previous pattern of decline and it is possible that the growth is a consequence of the state student grant program.

Student Aid

The Missouri student grant program provided $3,811,500, including $440,000 federal State Student Incentive Grant Program (SSIG) funds, to 10,000 students in 56 public and private institutions in Missouri in 1974-75 (there will be 57 in 1975-76). The General Assembly has provided $3.4 million again for 1975-76 and SSIG funding is anticipated to be at least $412,000. The volume of applications has increased from 17,200 in 1974-75 to 22,000 for 1975-76. The grants provide the least of $900, one-half of tuition or actual need for undergraduate study.

Appropriations

Appropriations from state general revenue funds for operating expenditures for state-supported junior and senior institutions increased from $189.8 million for 1974-75 to $205 million for 1975-76. This 8 percent increase is compared to a 9.4 percent increase for the previous year. Capital improvement appropriations for 1975-76 from revenue sharing funds amounted to $9.4 million, compared to $25.1 million for 1974-75 (including supplemental appropriations).

The coordinating board is participating in a management by objectives project under the auspices of the executive branch of the state government.

Management by Objectives

The project is designed to implement management by objectives in each of the 14 departments of the executive branch mandated by a constitutional amendment passed by the voters in August 1972. Phase I of the project called for the identification of broad strategic goals for the departments and has been completed.

Voc./Tech. Planning

In keeping with the coordinating board's designation as the state's "1202 commission," the board has authorized the creation and staffing of a postsecondary occupational-technical education section to be responsible for the planning called for in the Education Amendments of 1972. This section will work closely with the various resource groups and technical committees involved in the development of the overall comprehensive master plan. A community/junior college task force has been studying the laws, regulations and guidelines applicable to the coordinating board's state-level responsibility for supervision of public two-year institutions and has submitted a report to the staff. This document is serving as the basis of staff effort to develop recommendations for board consideration regarding the statutory requirements under the governmental reorganization act.

Two-year Colleges Supervision

Publications

Some of the publications of the coordinating board during its first year of operation included: *Characteristics of Entering Freshmen in Missouri Institutions, Geographic Origin and Distribution of Students—Missouri Institutions of Higher Education, Inter-Institutional Student Mobility Patterns, Degrees Awarded 1973-74 and Previous Four Years, Enrollment Patterns in Missouri Higher Education* and *Student Credit Hours by HEGIS Discipline Categories and Level.* These data are considered vital and necessary to the ongoing development of the board's management information system and will be used as the primary information base for selected segments of the comprehensive state master plan.

Management Information System

MONTANA

Board of Regents for Higher Education
1231 Eleventh Avenue
Helena, Montana 59601
Lawrence K. Pettit, Commissioner of Higher Education

Appropriations

The 44th legislature placed severe constraint on the Montana University System by failing to pass an adequate appropriations measure. The request of the Board of Regents was for $127 million while the governor's budget requested $122 million. The final appropriation allocated $116 million for operation for the 1975-1977 biennium. The legislature again failed to fund the state work-study program which was authorized during the 1974 session. The Washington, Alaska, Montana, Idaho (WAMI) student exchange program, the rural dentistry program and an Indian teacher-training program received funding for the biennium. The regents and the commissioner of higher education have directed the presidents of the six institutions which comprise the Montana University System to develop a program of retrenchment during the second year of the biennium.

& Funding Problems

Salary Classification

A new statewide classification plan was approved by the legislature retroactive to January 1, 1975. Although some funds were allocated to absorb the retroactive pay increases, no additional monies were made available to counteract the budget effects of the plan during the coming biennium. That factor, in combination with the budget cuts, places the system in an untenable financial situation and may require an increase in

student fees, reduction in faculty and a decrease in availability of fee waivers and other student aid.

Collective Bargaining

During the 1974 session, collective bargaining was authorized for faculty members. The commissioner of higher education was designated as the bargaining agent for the Board of Regents. A related bill was passed during the 1975 session to allow students to participate in the collective bargaining process. House Bill 656 amends the statute to specify that a representative of the student government at the institution involved in faculty collective bargaining may observe negotiations and participate in caucuses and may confer with the board regarding terms prior to agreement. The students' participation is limited to negotiations involving "professional educational employees" and they are obliged to maintain strict confidentiality. Three of the six units of the Montana University System have elected a faculty bargaining agent. Contracts for those faculty members affected have not been issued pending settlement of terms. Letters of intent were issued to faculty. In addition to faculty collective bargaining, negotiations are also continuing with representatives of craft unions involving 28 bargaining agents.

Including Students

Court Suit on Appropriation Restrictions

The appropriation measure contains several restrictive stipulations on expenditure of funds and requires the Board of Regents to sign a certificate of compliance. Upon failure to sign such certification, the bill declares the entire appropriation bill null and void as of July 1, 1975. The stipulation places severe restrictions on the board's ability to transfer funds, make salary adjustments and generally manage and control the Montana University System as provided by the Montana Constitution. The Board of Regents filed suit in the Montana Supreme Court, naming the governor as defendant, requesting a decision on the constitutionality of the bill and an injunction to prevent termination of funding. A temporary restraining order has been issued to allow use of the funds to the extent required to maintain current operations.

Educational Broadcasting

The Educational Broadcasting Commission, which was created during the 1974 session to bring educational television to Montana, was nullified during the 1975 session through language in an appropriations bill which allocated funds for the "payment of all costs incidental to ceasing operations of the educational broadcasting commission. . . ." This action effectively eliminates the possibility of developing public broadcasting in Montana at present although the option remains for a group of private citizens to request federal funding.

Statewide Study Commission

The governor's Commission on Postsecondary Education, which was created in 1972, completed its nearly two years of research and study and delivered its final report in December 1974. The report contains nearly 100 formal recommendations covering all phases of postsecondary education in Montana. Recommendations relative to governance, finance, planning and long-range objectives were presented. The commission also addressed the need for education in health-related areas and the special needs of Montana's Indian population. Several bills were introduced during the recent legislative session to facilitate implementation of the recommendations. The Board of Regents has also begun program and policy changes to implement relevant recommendations. Some of these include moves toward strengthening systemwide governance, the development of a management information system, continual program review, development of a uniform accounting system and support for Indian education programs.

Areas of Recommendation

Enrollments

During the past year the six units of the Montana University System experienced a 3.4 percent enrollment increase. Total enrollment for the year was 22,518 students. The three community colleges experienced a 6 percent enrollment increase. The three private colleges had a 3.8 percent enrollment increase over the previous year bringing their total enrollment for the year to 2,749.

Capital Appropriations

Appropriations from the long-range building program account totaled $4,627,500, which includes funding for an addition to the science building at Eastern Montana College and a new library at Montana College of Mineral Science and Technology.

Program Review & Authorization

The Board of Regents directed the commissioner to undertake a review of duplication of Ph.D. programs and to review all teacher training programs with the intent of reducing duplication and improving quality. The Board of Regents ordered the withdrawal of the bachelor of arts degrees in history and English at Montana Tech effective fall quarter 1976. The commissioner of higher education has invited the faculty and administration at Montana Tech to develop a social science degree program more appropriate to the institution's primary mission.

Continuing Education

The board authorized the units of the Montana University System to award continuing education units (CEU's) as part of their continuing education programs effective July 1, 1975. CEU's provide a mechanism for notation on official transcripts of work completed in the continuing education program in addition to courses which may be taken for credit.

Interinstitutional Projects

A policy was adopted directing the commissioner of higher education to authorize and coordinate all research, instructional or public service projects conducted jointly by more than one unit of the system or between any campus and other institutions. The major project currently under way involves research on magnetohydrodynamics (MHD) being conducted at Montana State University and Montana College of Mineral Science and Technology. The Montana Energy and MHD Research and Development Institute has been organized to encourage and support energy and energy-related research and development. The commissioner of higher education has been authorized by the board to serve as a member of the board of directors of the corporation.

Program Review Guidelines

Guidelines to implement the board's policy on program review have been formulated. A deputy commissioner for academic affairs will be appointed to initiate and coordinate these procedures.

Two-year College Funding

Several measures affecting community colleges were approved during the recent session. HB 513 allows the Board of Regents to distribute to the institution three of the six mills levied annually from the district where a community college is located. Another measure amended current statutes to specify that the community college districts shall assess a mandatory mill levy to provide 35 percent of the funding for the institution. If the state, however, cannot fund the institution at 65 percent, the district may raise additional funds. In addition, SB 55 changed the terms of trustees of community colleges from seven to three years.

Citizens' Rights & Open Meetings

Nearly 100 bills introduced this session had implications for the Montana University System. Two measures were passed implementing the constitutional mandate to provide opportunities for citizen participation in the operation of government agencies which affect "private rights or procedures available to the public" and amending the open meeting statute to allow closure "if and only if the presiding officer determines that the demands of individual privacy clearly exceed the merits of public disclosure." HB 566 which was passed by the legislature would have removed responsibility for

Voc./Tech. Governance Change

vocational-technical education from the superintendent of public instruction and vested it in the Montana State Board of Education, comprised of the Board of Regents and the Board of Public Education, with a provision to hire an executive officer. The superintendent filed suit in the Montana Supreme Court to determine the constitutionality of the law. The court ruled in favor of the superintendent and responsibility for this area of education will remain with that office.

Code of Fair Practices

The Montana Code of Fair Practices became law prohibiting discrimination on the basis of race, color, religious creed, political ideas, sex, age, marital status, physical or mental handicap, national origin or ancestry. The code also provides for written policies on equal employment opportunities, regular review of policies and orientation and training in fair employment practices. SB 368, which called for a constitutional amendment to be presented to the electorate, would have returned much of the constitutional authority of the Board of Regents to the legislative branch upon ratification. The measure was defeated and will not be on the ballot during the next election. Two measures approved by the legislature provide for financial support for the Montana University System from coal taxes. An education trust fund will be established through one measure and the other calls for direct payment to the Board of Regents of a portion of the income from coal tax revenues. Joint resolutions were passed urging the board to govern the system as one unit, recommending the development of a management information system and recommending the development of education programs specifically designed to alleviate unique problems of Indians.

Regents Authority Change

Tax Income Resolutions

NEBRASKA

Coordinating Council for Postsecondary Education
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State Capitol
Lincoln, Nebraska 68509
James O'Hanlon, Chairman

New State Commission Proposed

The Nebraska "1202 commission" culminated months of investigation and discussion with a report to the governor recommending the statutory establishment of a Nebraska Coordinating Commission for Postsecondary Education. This report resulted in a legislative bill which was held for consideration in the 1976 legislative session. The commission as recommended would be broadly representative of all sectors of postsecondary education in Nebraska and charged to develop comprehensive plans for the coordination of postsecondary education services and facilities; to draw up a state master plan; to review and evaluate existing postsecondary education programs and any proposed new or expanded programs, major capital construction or property acquisition plans prior to their implementation; to develop financial reports and forecasts of public, independent and proprietary institutions to make recommendations concerning them when appropriate; and to facilitate communication and coordination in such areas as the sharing of resources, expertise and facilities; the establishing of plans, practices, procedures and policies on matters which affect more than one institution; and the establishing of a high degree of articulation among the programs of institutions where such articulation is to the benefit of students. Pending the outcome of this legislation it is anticipated that a 1202 commission will be appointed for the 1976 fiscal year with a charge as yet undetermined.

1202 Commission

Two-year Colleges Governance & Financing

Legislation passed during the 1975 session and signed by the governor dissolved the State Board of Technical Community Colleges. The two-year institutions are therefore returned to local control. These schools are organized in six areas with one to three schools in each area. An advisory council will be established to provide general advisory supervision. The legislation authorized each area to levy up to 2.5 mills on property to raise local revenue for operating and capital construction. An accompanying aid bill appropriated $11.6 million in state support for the local campuses.

Uniform Data

Continuing its emphasis on the importance of uniform data collection procedures, the 1975 legislature has mandated that a report will be submitted to the governor and legislature indicating the specific actions taken by the state colleges in cooperation with secondary and other postsecondary institutions in the state to solve issues of uniform data definition and collection. The University of Nebraska was similarly directed to report its progress in the development of data files. The data elements are to be defined in coordination with other institutions of postsecondary education and conform to National Center for Higher Education Management Systems (NCHEMS) standards. It is the legislative intent to operate eventually within a statewide reporting system.

Appropriations

The 1974-75 general fund appropriation to the four state colleges totaled $10,686,581. For fiscal year 1975-76, the general fund appropriation was increased by 14.4 percent to $12,228,760. The University of Nebraska received $64,466,707 general fund monies in 1974-75 and has been appropriated a comparable $74,321,298 for 1975-76, an increase of 15.3 percent. The state colleges are presently using the NCHEMS program classification structure as a basis for budgeting and accounting. The University of Nebraska, under legislation in LB 610, has been directed to incorporate the program classification structure format into its 1976-77 budget request.

Budgeting

Study Committees:

a) Lack of Coordination

b) General

The 1975 legislature approved several legislative resolutions prescribing interim study committee tasks relative to postsecondary education in Nebraska. LR 18 directs the appropriations committee of the legislature to study the problems arising from a lack of coordination among institutions in Nebraska. LR 36, assigned to a special committee of senators representing each state congressional district, the education committee and the appropriations committee, will study postsecondary education with particular reference to: (1) institution mission statements, (2) tuition rates, (3) factors influencing student choice of institutions, (4) vocational-technical schools and their relationship to the public school districts, (5) mergers among systems and (6) effects of probable declining enrollments.

c) State Policy

d) Reciprocity

e) Nondegree/ Noncredit Programs

LR 60 directs the education committee to investigate facets of existing state policy in the area of postsecondary education and relate that policy to such issues as a statewide coordinating structure, financial aid and development of a statewide management information system. LR 61 refers to the education committee the task of assessing the current standing of reciprocal agreements between states to furnish opportunities in areas of postsecondary, postgraduate and professional study and to assess the need for and feasibility of further such agreements. Also assigned to the education committee is LR 69 for study of all forms of noncredit nondegree postsecondary education opportunities of the continuing, adult and extension nature which are available to the citizens of Nebraska.

NEVADA

University of Nevada System
450 Marsh Avenue
Reno, Nevada 89502
Neil D. Humphrey, Chancellor

Appropriations

The 1975 biennial session of the Nevada legislature approved funding for 1975-76 for the University of Nevada System amounting to $47,202,943. This is a $9,733,342 or 26 percent increase over 1974-75. This budget allows for an addition of 245 new positions within the system and a 27 percent increase in operating funds. An average increase in faculty compensation of 12.1 percent was also realized, with an anticipated increase of 7 percent projected for 1976-77.

Capital Improvements

The 1975 legislature provided for capital improvements in excess of $6.5 million for the 1975-77 biennium. Included is funding for a solar research facility to be built in southern Nevada and operated by the desert research division of the system. The remainder of the funds will be used for campus improvements, expansion of existing facilities and land acquisition.

Enrollments

The University of Nevada System experienced a 17.6 percent increase in enrollment for the fall 1974 semester over 1973. The community college division increased its full-time equivalent (FTE) enrollment by 51 percent and is expected to increase by more than 20 percent for the fall 1975 semester. The fall 1974 total enrollment for the three community colleges and the two universities was 26,486 (15,701 FTE) and is projected to increase another 10 percent by fall 1975.

Collective Bargaining

The Board of Regents has adopted regulations (which in Nevada have the force of law) providing for the possibility of collective bargaining for faculty and graduate assistants. The regulations provide for: five possible bargaining units; exclusion of administrators and confidential employees and faculty on less than one-half time contracts; exclusion or inclusion of department chairmen by their vote by college; a two-phase election, the first is to determine whether collective bargaining is desired and the second to select the agent; ratification of a negotiated contract by faculty in the unit; mediation and nonbinding factfinding; and prohibition of strikes and lockouts. Negotiations are to be concerned with compensation, hours and conditions of employment and the resulting contract replaces the division bylaws and University System Code for that bargaining unit. Hence, the scope of negotiations is very broad and includes most governance issues.

Faculty Workload

Regulations are in draft form to establish faculty workload standards. Two documents are being reviewed by faculty senates and administrators with action by the Board of Regents expected in November.

Student Fees

As of fall 1975, all student registration fees will be charged per credit, replacing a flat-rate fee for full-time students. The fee varies by level (community college, university undergraduate and graduate) and is expected to be more equitable than the existing method.

Statewide Plan

The Board of Regents adopted and sent to the legislature a comprehensive statewide plan for higher education in Nevada. The four-year (1975-79) plan will be reviewed and updated in 1977 and every two years thereafter. Review of the articulation procedures between the universities and the community colleges was a focus of attention during 1974-75, with the objective of

making future transfer programs more acceptable to the universities and allowing a smoother transition for community college students desiring to transfer to the four-year institutions.

Student Transfer

A consultant hired by the system administration has revived a previously outlined plan for an administrative salary program. As currently drafted, administrators and other nonteaching nonresearch faculty will be placed in 1 of 14 grades. Each position has been reviewed and compared with national, regional, state and university positions for comparability and a salary range specified for each position. Affected employees have been asked for their comments and suggestions after which the proposal will be reviewed by the Board of Regents for possible implementation as of the 1976-77 fiscal year.

Administrative Salary Plan

The legislature has authorized the Nevada Western Interstate Commission for Higher Education (WICHE) commission to contract with education institutions outside of the compact region for Nevada residents to attend graduate or professional schools. The specific interest of the commission at the present time is to place medical students who receive their first two years of training at the university in Reno and veterinary medicine students.

Interstate Contracts

Including Medical Education

NEW HAMPSHIRE

Postsecondary Education Commission
66 South Street
Concord, New Hampshire 03301
Arthur E. Jensen, Executive Director

There were few significant developments and activities in New Hampshire postsecondary education during the past year. Two institutions changed their names: Antioch Graduate School of Education to Antioch-New England with no change in the school's program and Colby Junior College, a private institution, to Colby-Sawyer College.

Institutional Name Changes

The legislature approved a measure appropriating $300,000 for grants-in-aid to students attending New Hampshire colleges, to meet the matching requirement necessary to receive federal State Student Incentive Grant Program funds. However the bill was vetoed by the governor and his veto was sustained by a narrow margin.

Student Aid

The New England Aeronautical Institute was granted permission to offer the degree of bachelor of science in air traffic control management.

Air Traffic Control Degree

NEW JERSEY

Board of Higher Education
225 West State Street
Trenton, New Jersey 08625
Ralph A. Dungan, Chancellor

The most crucial issue facing New Jersey higher education at this time is the question of what funds will be available for the 1975-76 fiscal year. The budget for higher education approved by the Board of Higher Education in November 1974 totaled $388,930,000. The governor, in his February budget message, pruned this amount to $369,201,000, which was further reduced to $365,742,000 by the Joint Appropriations Committee. However, the

Fiscal Crisis

Budget Reductions

legislature did not enact taxes to cover the total state budget proposed by the committee and since the New Jersey Constitution mandates a balanced budget, the governor vetoed sufficient items in the budget as passed to bring it within the tax resources available. The result was a reduction of $400 million in projected spending of which higher education's share was $59 million. At the time of this report this has meant a reduction of 28 percent in the state's contribution to the county colleges, a 50 percent cut in the funds for independent colleges and 14 percent cut in the funds for the state institutions of higher education, excluding elimination of state support for the agricultural experiment station totaling $7,303,526. A part of the cut in the funds for the state colleges, university, medical, dental and technological schools will probably be made up by a 50 percent increase in tuition levels.

Fund Cuts v. Tuition Increase

Repercussions of Reductions

Needless to say, cuts of the size described will have severe repercussions. It is impossible to say how many students will be unable to attend college because of increases in tuition, or because the community colleges will not be able to continue as open-door institutions. Some professional and other personnel will have to be released. There will be no increases or increments for any personnel in the state system. New programs will have to be deferred and libraries will suffer as will research. The ramifications are extensive and debilitating to the system.

Enrollments

The New Jersey system of higher education continues to grow, enrolling more students than ever before, although the rate of increase was not as rapid as in the 1960s. The fastest growing segment continued to be the community colleges, and, as in many states, the increase in part-time enrollments was marked at all of the public institutions. However, the private sector as a whole showed a 4 percent decline in full-time students, while three small private two-year colleges closed as of the summer of 1974.

Degrees Awarded

Male/Female Ratios

The number of master's degrees granted in 1974 was up 11 percent from the preceding year and first professional degrees increased by 3 percent, while the doctoral degrees decreased by 3 percent. The figures on the male/female ratios in the various levels of education are interesting. In the case of those awarded an associate degree the recipients were split 50/50. The ratio at the bachelor's level was 54 percent men to 46 percent women, creeping to 60 percent men to 40 percent women at the master's level and 81 percent to 19 percent at the doctoral level.

New Degree Programs

During the academic year 1974-75, the Board of Higher Education approved 10 new associate degree programs, 13 at the baccalaureate level and 10 at the master's level or beyond. These programs continue the expansion of program choices available in the New Jersey higher education system.

Master Planning

With the issuance in June 1974 of the second phase of the Master Plan, entitled *A Development Plan for Higher Education in New Jersey*, the overall planning undertaking was completed for the time being. During the past year, a major effort was made to analyze the needs of the state for programs in the fine and performing arts and two colleges were designated as centers of influence for such programs, with the understanding that service and major programs of lesser extent would continue to be offered at other colleges.

Teacher Need Study

A second planning effort was undertaken in the field of teacher demand to determine the need for teacher training programs through 1982. The results indicated that whereas at present the colleges offering teacher education programs were graduating about 8,700 certified teachers in 1974, the state's public elementary and secondary schools had need for some 4,800 newly certificated teachers and would by 1982 require only 1,300 new public school teachers. Two major manpower studies were completed during

the past year—one of the number of physicians currently living and practicing in New Jersey and the other covering dentists and dental hygienists. Manpower studies in all the licensed health fields will shortly be completed, as well as similar studies for a significant number of the unlicensed fields.

Health Manpower Studies

The Board of Higher Education was designated as the "1202 Commission" for the state of New Jersey in 1974. During the spring of 1975, the governor added to the board when it functions as the commission, representatives of the proprietary technical schools and of the public vocational-technical high schools and the chairman of the New Jersey Advisory Council on Vocational Education.

1202 Commission

During the last fiscal year the various scholarship and grant programs of the state have provided financial assistance to almost 44,000 New Jersey residents for study within and outside the state. Valued at $25 million this program is one of the largest in the country and has made access to college possible for substantial numbers of New Jersey students. In addition guaranteed student loans totaling $57.6 million were made to 37,000 students. It should also be noted that the default rate of New Jersey students is far lower than it is in other states.

Student Aid

The last year saw the commitment of the last of the funds made available under bond issues in 1968 and 1971 which totaled $257.5 million. With these monies and other sums made available by the counties and the federal government, building for higher education in New Jersey has totaled $500 million since 1967.

Facilities Bonds

NEW MEXICO

Board of Educational Finance
Legislative-Executive Building, Room 201
Santa Fe, New Mexico 87503
Donald S. Stuart, Acting Executive Secretary

The most significant events in postsecondary education in New Mexico during the past year were the resignations of the executive secretary of the Board of Educational Finance and the presidents of four of the public four-year institutions.

Resignations

Among the 1975 legislative actions were a measure providing that the next fiscal recommendations to the legislature will be based on funding formulae which recognize varying costs by type of institution, by all levels of instruction and fields of instruction, and an $8 million appropriation for construction of two-year college facilities at existing institutions.

Funding Formulas

Two-year College Facilities

The legislature also redistricted the membership of the Board of Educational Finance to a population basis rather than a geographic basis, and charged the board with approving and/or licensing of private and proprietary post-secondary education institutions.

Board Change

Approval/Licensing of Private Schools

NEW YORK

Board of Regents, University of the State of New York
State Education Department
Albany, New York 12224
T. Edward Hollander, Deputy Commissioner for Higher and Professional Education

Enrollments

In 1974-75, New York's public and private colleges and universities enrolled over 573,000 full-time degree credit students. This reflects a 5.3 percent across-the-board increase with the State University of New York (SUNY) increasing 5.4 percent, City University of New York (CUNY) showing a 3.7 percent increase and the state's private colleges and universities increasing 6.2 percent (in contrast to the 0.6 percent decrease they registered last year).

Full-time freshmen enrollments increased by 3.4 percent over 1973-74, reflecting an increase in the state's high school graduates, although the total percentage of high school graduates going on to postsecondary education declined slightly in 1974. This is the third consecutive year of decline in the overall rate at which New York high school graduates enter postsecondary education. Most of the decline, however, resulted from a decrease in the number of these graduates going to out-of-state institutions while the percentage entering colleges in-state has remained virtually stable at just over 51 percent. A slight decrease took place among those entering New York's two-year colleges, while a slight increase took place in the percentage attending four-year institutions in New York. Part-time enrollments kept their upward climb by increasing by 5.1 percent or 17,000 students over 1973-74.

Appropriations

As of June 30, 1975, final appropriations for higher education in New York were not yet available, as the legislature was still in session and the state's supplemental budget had not been adopted. The funds appropriated for higher education in the principal budget bill, however, exceeded $1.243 billion, a $75 million, or 6 percent, increase over 1974-75. State-funded expenditures for public institutions will increase by about $76 million and student aid programs will receive an additional $3.5 million. Aid to private colleges and universities was increased slightly.

New Doctoral Fellowships

As noted above at the end of June 1975, the 1975 legislature was still in session. Only a small number of bills dealing with higher education had been acted upon and the future of a large number of legislative proposals was still unclear. In December 1974, the regents made their recommendations for action by the 1975 legislature. The major proposal was for the creation of a new program of fellowships for doctoral study which would provide 800 fellowships each year for full-time first-time doctoral students. The fellowships would provide tuition up to $3,000 and a stipend of $2,500 per year for three years. Recipients would be able to use them at any public or private institution in New York in any field of study (other than theology or health-related fields not normally leading to the Ph.D.). Fifty of the fellowships would be reserved for study in the fields of political science, public administration and international affairs. As of the end of June this proposal had not been enacted into law.

Proposed Legislation

The regents also proposed legislation dealing with education and practice in several licensed professions, including a bill to require that post-M.D. internships and residency programs offered by hospitals be authorized by the regents as part of their statewide plan for the development of postsecondary

education and amendments to the state laws dealing with advertising by unaccredited out-of-state institutions and the tuition assistance program. Only a few of the regents' proposals had been acted upon at the date of this report.

Statewide Plan Progress Report:

In 1972, the regents adopted and submitted to the governor their 1972 statewide plan for the development of postsecondary education, *Education Beyond High School*, the third in a series of statewide plans required every four years. In November 1974, the regents issued a mandated progress report, *Postsecondary Educati[n in Transition*, the theme of which was the change being experienced by postsecondary education in the state and ways of coping constructively with change. The report focuses on the state of New York's postsecondary education enterprise during a period of economic, political and social uncertainty. In anticipation of the strong possibility of no growth or only limited growth in the near future, it examines issues such as institutional survival, patterns of state and federal financing of institutions and students and the maintenance of quality in times of competition for students and funds. The 1974 progress report also presents enrollment goals for the state's postsecondary institutions through 1976 and projects the pattern of enrollments through 1990—full-time undergraduate enrollment at New York's public and private institutions from 484,000 in 1973 to between 490,000 and 531,000 in 1980 and a decline ranging between 347,000 and 414,000 full-time undergraduates for 1990.

Issues & Goals

External Degrees

By the end of June 1975, the New York regents had awarded over 2,400 degrees to graduates of the regents external degree program, as compared with 1,225 by mid-1974. Under a recent grant from the Kellogg Foundation, the regents are now developing an external bachelor of science program in nursing. Over 9,000 students are now enrolled in the external degree program ranging in age from 20 to 80. Most are employed full-time, many are on active duty in the armed forces and reside in every state and abroad.

Noncollegiate Education Guide

In 1974, the regents entered a cooperative project with the American Council on Education, under grants from the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education, to evaluate and recommend for credit instructional programs offered by industry, unions and public agencies. In December 1974, the regents issued *A Guide to Education Programs in Noncollegiate Organizations*. This guide reviews programs offered by such organizations as the New York Telephone Company, Eastman Kodak, General Electric, the New York City Police Department and the New York State Police and recommends the extent to which colleges and universities should grant credit toward degrees for students successfully completing such programs.

Secondary/ Postsecondary Articulation

In August 1974, the regents issued their 21st statement of policy and proposed action on *The Articulation of Secondary and Postsecondary Education*. This position paper deals with the issues of discontinuity and of improving articulation between high school and college. The position paper makes a series of recommendations for improvement in articulation in the areas of guidance, curricula, admission and transfer policies, testing for competency and achievement and the sharing of resources.

Governor's Task Force

During 1974-75, three major task forces have been active. In January 1975, the incoming governor established a task force on higher education composed of representatives of public and private colleges and universities and other interested parties. As of the end of June 1975, the governor's task

Task Force on Medical Education & Physician Supply

force was studying the major issues facing higher education in New York and had not yet issued its report. Early in 1973, the regents established a task force on medical school enrollment and the supply and distribution of physicians. In the fall of 1974, the task force made an interim report, which was accepted by the regents, calling for: (1) an expansion of the number of physicians in the state; (2) a reduction in the state's dependence on physicians educated abroad; (3) a redistribution of medical manpower geographically, to assist underserved areas of the state, and by specialty, to emphasize "primary care" medical service; and (4) an expansion of the number of "physician extenders," such as physician's assistants. To expand the supply of physicians trained in New York, the task force called for an increase in the number of physicians graduated each year by the state's public and private medical schools. Recommendations to accomplish this expansion include the creation of two or three upper-division clinical medical schools, either independent or associated with existing public and private schools of medicine. The task force's final report will be issued in the fall of 1975.

Advisory Commission on Financial Problems

Finally, late in 1974, the regents established a regents advisory commission on the financial problems of postsecondary institutions. Composed of presidents of public and private colleges and universities and members of the public, the advisory commission has been charged to develop and recommend to the regents policies to deal with the emerging financial problems of colleges and universities which are primarily attributable to present and projected trends in enrollments. The commission has been asked to consider what policies and procedures, if any, should be adopted: (1) by institutions to provide themselves with the flexibility they need to adjust to changing levels of operations, (2) by the state to assist institutions to adjust to lower levels of operation, (3) by the state to assist institutions that suffer unexpected declines in revenues resulting from sudden enrollment declines and (4) by the state to facilitate the orderly closing of institutions proved to be unable to carry on viable programs or unable to finance long-term budget expenditures. The advisory commission is expected to make its report to the regents in early fall 1975.

NORTH CAROLINA

University of North Carolina
General Administration
Chapel Hill, North Carolina 27514
William C. Friday, President

Appropriations

Despite restraints brought on by anticipated reductions in revenue, the North Carolina General Assembly has appropriated to the Board of Governors of the University of North Carolina, for public senior higher education $557,420,238 for the 1975-77 biennium, the largest amount ever for operations. This sum, however, represented a lower-percentage increase than for the past biennium. New money for construction, aside from appropriations to the new four-year medical school at East Carolina University and the law school at North Carolina Central University, amounted to only $5 million. Any additional funding for capital purposes will depend upon the outcome of a bond issue in the sum of $43,267,000 which will go to the people in a special election next year. This year marked the most intensive examination ever of the budgets of all state agencies. Ongoing functions were not, as in the past, routinely refunded as legislators

Funding Problems

were determined, as they expressed it, to "cut out the fat." New proposals were subjected to careful scrutiny and, except for a few isolated projects, were left unfunded.

Tuition Increases

The Board of Governors joined with friends of higher education, both in and out of the legislature, to defeat proposals to increase tuition for resident students. Tuition for nonresident students was increased by $100 per year, leaving North Carolina with one of the highest rates in the nation for out-of-state students.

Medical Education

The expansion of medical education in the state, which had been studied and debated for many years, received approval by the Board of Governors and funding by the legislature during the year. The two-year school at East Carolina University, authorized in 1973, was moved to full four-year status. An appropriation of $28 million was added to a reserve fund of $15 million set aside in 1973 to implement the project. Additional funds were approved for operations. The first class under the new designation is expected to be enrolled in 1976.

Aid to Private

The General Assembly approved an appropriation for the biennium of $18 million to provide $400 for each full-time North Carolina student enrolled in the independent junior and senior colleges and universities in the state. This was an increase from the previous appropriation of $200 per student. As in the past it is stipulated that each participating institution set aside from the first $200 amounts equal to the state funds for scholarships to needy North Carolina students. The additional $200 per student will go directly to each student's tuition. All funds are administered by the general administration of the university.

State Control of Private College

The financial constraints faced by private higher education were dramatized in March by a request from North Carolina Wesleyan College, a United Methodist institution, to become a part of the University of North Carolina. Mounting costs of operation, heavy indebtedness and lowering enrollments were cited as principal reasons for the overture. After a detailed examination of Wesleyan's assets and liabilities, enrollment projections, location (Rocky Mount) and suitability for use as a state institution, it was the judgment of the Board of Governors that the college's request should be denied. The tight money situation in the state and lack of need for another state institution at this time were among the reasons given for the negative response. It should be noted that subsequent to this action citizens of Rocky Mount and the North Carolina Annual Conference of the United Methodist Church have projected plans to keep the institution open.

New Veterinary School

Faced with a critical shortage of veterinarians in the state, the Board of Governors in December 1974 recommended the establishment of a school of veterinary medicine at North Carolina State University in Raleigh. This recommendation followed an independent study which examined several alternatives, including possible location at North Carolina A & T University. The legislature was asked to provide more than $3 million for planning and developing the school during the biennium. No funds for this purpose were granted for the first year of the biennium, but an appropriation of $500,000 was made for the second year.

Long-range Plans

All 16 public senior institutions in the state have submitted long-range plans to the Board of Governors. These plans, which focus primarily upon development during the next five years, are being studied by the university staff and will serve as a basis for recommendations regarding future roles of

the several institutions. A major objective is the achievement of a better coordinated system of higher education in the state.

New Law School

Upon receiving requests from three universities to explore the desirability of developing a new law school in the state, the Board of Governors authorized a study to determine the need for such a school. On the basis of the findings of this study the board decided against approval to develop a new law school at this time. The board did, however, recognize the need for strengthening the law school at North Carolina Central University and requested the General Assembly to provide the necessary funds. The sum of $2,725,000 for the biennium was appropriated for this purpose.

Year's Activities

Other activities during the year included:

— the adoption of new regulations on academic freedom and tenure;

— the approval of a limited number of new degree programs, primarily undergraduate, and a few authorizations to develop proposed new programs;

— expenditure of $500,000 for eliminating occupational hazards on the campuses;

— expenditure of $200,000 for upgrading faculties;

— sponsorship of a two-day conference on problems in higher education for the Board of Governors and trustees of the constituent institutions;

— preparation of a statistical report for all of higher education in the state;

— granting of license to offer associate degrees to several proprietary schools;

— initiation of studies on nursing education, continuing education and faculty and staff compensation;

— operation of two major workshops, involving nearly 500 faculty, on curricular innovation;

— approval of budget requests for the constituent institutions and the general administration;

— attendance and participation at legislative committee meetings in which higher education matters were being discussed;

— participation in numerous in-state and out-of-state conferences on higher education.

NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58501
Kenneth E. Raschke, Commissioner

Salary Increases

The legislature in North Dakota meets biennially in the odd numbered years and met this year until March 26. Perhaps of greatest significance to state employees was the salary increase to cope with inflation which was passed by the legislature in the early days of the session. That legislation provided an 11.9 percent increase for all state employees in state agencies and institutions, except those who are under the newly created classification system. Those employees received increases ranging from 11 percent to 24 percent to comply with pay scale limits and implementation of the personnel classification system. These increases became effective for the last six months of the biennium, January to June 1975. In the funding for 1975-77 the legislature authorized salary increases on the new base at the rate of 5 percent for each year of the biennium. Allowances for in- and out-of-state travel were increased.

Reciprocity

Reciprocity with the state of Minnesota was authorized by the legislatures of both states this year. The agreement allows students from one state to attend institutions in the other state by paying the resident rate in the state attended. Reciprocity is available to residents of the states in all state institutions, in all subject areas and on a space available basis, except for those disciplines where separate contract arrangements either are in effect or are being negotiated. Those areas of study are medicine, veterinary medicine and dentistry. Contract arrangements were authorized by the 1975 legislature for spaces in colleges of dentistry and optometry. So far, 16 new dental students have been placed this year. Four students of optometry have likewise been accepted at contract institutions.

Dental/Optometry Education Contracts

Tuition Increases

While the Board of Higher Education has made every effort to keep costs to students low, tuition was increased this year through legislative urging. The increase was $60 per academic year at the universities and $48 at the state colleges. These figures represented average increases and so the actual increase was greater in the professional schools and some graduate programs.

Petitions for Referral of Appropriations:

a) Expenditure Ceilings

Of particular interest at this time are petitions which have been filed for a referral of the 1975-77 appropriations for the University of North Dakota and for the establishment of a ceiling on total state spending. The latter petition is for an initiated measure calling for a vote on a maximum expenditure level for the entire state. The proposed level would be about 70 percent of the total appropriated by the legislature for the 1975-77 biennium. Both of these petitions have been filed with the required number of signatures on each, 7,000 for the university petition and 10,000 for the initiated measure, which are being reviewed by the secretary of state who has 35 days to confirm their validity. So far, the major consequence of the filing has been to stop the university appropriation from going into effect July 1, 1975. The Board of Higher Education has submitted a request to the State Emergency Commission for funding from the state treasury until an election or a special session has been held. The commission has authority to go directly to the state treasury if this emergency can be determined to be an "extremity." Funds advanced in this manner would be charged against the university appropriation when it is eventually released.

b) Emergency Funding

Collective Bargaining

Collective bargaining was again a major issue in the legislature. While there was much support both for and against, the disagreement between various labor groups as to the merits of the bill seemed to be the deciding factor in its defeat. Community colleges were authorized state aid on a full-time equivalent basis. This will enable them to receive aid for part-time people who previously were not eligible as a basis for payment.

Two-year College Funding

Regional Veterinary School

The Old West Regional Commission is making a study in the states of South Dakota, Nebraska, Wyoming, Montana and North Dakota as to the need and feasibility of establishing a regional veterinary medicine school in one of those states. A survey team has been formed and a final report with recommendations is due sometime this fall. Work is currently under way toward establishing a common calendar for the state colleges and universities. At present the number of instruction days varies between 159 and 169. Common beginning and ending dates are of much concern as is a common definition of what activity constitutes an instructional day.

Common Calendar

Tenure

A new tenure policy is in the process of being finalized. In addition to making tenure available after four years rather than six years, under certain circumstances, it also establishes and refines procedures for due process. A formula has been used the past several years which establishes the number of

Formula Funding

instructional staff for which an institution is funded. It consists of totaling the credit hours produced during the previous academic year, plus summer school in the lower-level division, upper division and graduate and professional levels. Separate ratios are used for each of these levels. The total instructional staff arrived at in this manner represents the maximum funded for that institution.

Medical School Grant

Recently the University of North Dakota medical school was awarded a $12 million grant over a seven-year period to be used for funding a part of the residency program, construction of a facility for medical education at the Veterans Administration Hospital in Fargo and the improvement of the delivery of health care in North Dakota.

OHIO

Board of Regents
State Office Tower, 36th Floor
30 East Board Street
Columbus, Ohio 43215
James A. Norton, Chancellor

Budget Proposal

The major thrust of activities in Ohio in the 1974-75 year centered around the submission of a biennial budget request. The Board of Regents made public in September 1974 a $1.3 billion budget proposal for funding higher education in the biennium beginning July 1, 1975, an increase of $554.7 million over the last biennium. $384.2 million of the increase represented a continuation of present programs, the costs of which have risen dramatically due to inflation. The remaining $170.5 million was for the improvement of quality and the funding of new programs.

Student Fees Increase

The regents' budget report strongly recommended that there be no increase in student fees, which are already high in Ohio and have been proven to effectively deter enrollment. Holding fees at their present rate would cost the state an amount approaching $150 million over the next biennium. Proposals in the budget stressed continued and new programming efforts in the areas of access to postsecondary education for groups of citizens not now participating, lifelong learning opportunities for adults of all ages, the attainment of quality improvement in the higher education system and achievement of improved health care through comprehensive health manpower education.

Task Force Study: Low Enrollments

In its study of higher education, the citizens' task force determined that Ohio is 80,000 students below the national postsecondary education enrollment average and 13,000 students below even the five economically poorest states. In order to increase low-income student participation in higher education, the regents proposed to strengthen the Ohio Instructional Grants Program (OIG) by increasing the maximum grants to $780 for students attending a public institution and $2,000 for those attending a private institution and by expanding the program to include part-time students. This would require a $52 million increase over the last biennial appropriation for OIG. Also, the budget called for the establishment of "following grants" which would provide a $750 per student direct subsidy to private institutions accepting the responsibility of educating Ohio students from low-income backgrounds who require special developmental education services. Estimating the number of students qualifying for "following grants"

Increased Student Aid

to be approximately 10,000 over the next two years, the appropriation necessary for the program was figured at $7.5 million.

Continuing Education

The need for lifelong learning which has resulted from the technological explosion and day-to-day expansion of knowledge was met in the budget through the establishment of regional centers for planning and promoting noncredit continuing education programs related to the growth and change in occupational areas and the retraining of individuals whose professions have become obsolete. The current formula for figuring institutional subsidy based on full-time equivalent enrollment does not adequately recognize the costs in educating part-time students. The regents proposed that approximately $5 million be given, in the next biennium, to institutions that enroll unusually large proportions of part-time students, the majority of whom are older working adults requiring flexible schedule arrangements and the same services as their full-time counterparts.

Part-time Students

Improvement Grants

The Board of Regents plans to address quality improvement of education by instituting a $5 million two-year fund for support of selective innovation and system improvement grants to provide opportunities for institutions and the state to implement needed new policies and innovations. The regents also proposed a program of special research for developing Ohio's economy which would involve increased assistance to the Ohio Agriculture Research and Development Center as well as the expenditure of $1 million per year for projects attracting outside resources which have a clear pay-off for Ohio economically.

Research

Health Manpower

Health manpower education, as addressed in the budget, focused on solutions to the continued shortage and maldistribution of physicians in Ohio and the need to sustain health professionals throughout their careers with a high quality of educational services. Attention was also given to increasing opportunities for minority group students and women to enter health professions. The regents recommended, among other things, continued support of the development and operation of Ohio's health manpower education programs and expanded support for family practice education.

Capital Projects

A major portion of the $93 million bond service payments in the budget was for capital projects already approved. The largest part of the new capital expenditures planned for the biennium are for utilities and renovation, replacement of obsolete structures and expansion of two-year campuses.

Appropriations

After several months of deliberation and revision by both the governor and the legislature, a final appropriations bill for the 1975-77 biennium was passed by the General Assembly in late June. It included $1.02 billion for higher education, about a 30 percent increase over the last biennium. The student-based instructional models increased approximately 8 percent per year. Due to the state's fiscal condition none of the new programs submitted in the areas of access, lifelong learning, quality improvement or health manpower education were funded. Also of note is the provision in the bill that the University of Cincinnati, which is now state affiliated, become a full state university by July 1, 1977.

Fiscal Problems

New State University

New Two-year Colleges

This past spring the Board of Regents chartered two new state general and technical colleges, one resulting from a merger of a university branch and a technical college in the same county and the other from a baccalaureate-oriented university branch assuming a broader local role, under an independent board, in conjunction with a newly created campus offering

technical programs. In line with the philosophy of the citizens' task force on higher education, the board in fiscal year 1974 prepared a planning report on the two-year college system in Ohio. The report describes the board's understanding of: (1) goals for the two-year system that have been accepted by the board and the state, (2) the facilities and programs existing to help achieve those goals, (3) some problems to be faced and (4) some guidelines for planning and action to take Ohio further toward its objectives. This two-year system report will be reviewed in 1976 for inclusion in the bicentennial version of Ohio's master plan for higher education.

Two-year College Planning

Student Aid

During the spring of 1974, the legislature improved the Ohio Instructional Grants Program (OIG) for the 1974-75 academic year. The maximum grant level for students attending Ohio public-assisted institutions was increased from $570 to $600. For students attending Ohio private nonprofit colleges, the increase was from $1,320 to $1,500. The maximum income level for all students was raised from $13,999 to $14,999.

Committee on Student Aid

After five academic years of operation and in light of important changes in the program and changes with related federal and private programs of student assistance which affect program policies in this area, the board authorized the establishment of an ad hoc committee on student financial aid. The committee is made up of public and private institutional representatives, representatives of the general public and individuals uniquely prepared by professional experience to advise the board in this field of concern. The committee was given two general objectives, one short range and one long range. The first priority was to be a detailed comprehensive review of all aspects of the OIG program and the long-range objective is to review all programs which provide financial assistance to students and recommend the appropriate role for the state. In March 1975 the committee made a report to the regents on the first objective reemphasizing the continued and increased need for the OIG program and recommending some steps to strengthen its operation. The committee continues to work on the long-range objective.

Off-campus Programs

In May 1975, the Board of Regents adopted a policy statement on off-campus instruction emphasizing their strong support for increased activity by all public and private colleges and universities to serve Ohio citizens throughout their lives. A major aspect of such increased service should be new and expanded efforts to identify those needs of adults which can best be met through regular degree-credit course offerings away from the permanent university, branch and two-year college campuses now in operation. In order to make possible the development of expanded off-campus services by the state-assisted campuses, the student-based formulas of support have been modified to provide for off-campus teaching at an appropriate fractional rate.

Inflation Impact

As part of the budget development, a substantial amount of new research has been conducted recently by the state universities and the Board of Regents on measurement of the impact of inflation on colleges and universities. It has been apparent to higher education administrators for some time that the well-known indices of price change, such as the Consumers Price Index, are inadequate in measuring price changes in higher education. For one thing, the Consumers Price Index was developed to measure the price change of a "marketbasket" of goods and services. Colleges and universities purchase different items and in different proportions than would be expected of the family of a wage earner. The recently conducted research concluded that there is need for a special index based on the actual spending patterns of

colleges and universities and that for this purpose expenditures should be divided into two major components: compensation (salaries, wages and payroll-related items) and noncompensation items.

Price Index for Universities

A "noncompensation university price index" has been developed that can be described only briefly here. Over 30 commodities were identified which represent major purchases of universities. These commodities were assigned weights representing their proportionate impact within total university expenditures. Appropriate commodity indices, frequently wholesale rather than retail, were selected from lists published by the U.S. Bureau of Labor Statistics. It was thus possible to calculate a simple index of price change year by year for each noncompensation item using documented price movement as measured by the Bureau of Labor Statistics. The conclusion of this work clearly documents that items actually purchased by colleges and universities have gone up at a faster pace than general price indices. As for compensation items, which comprise nearly 80 percent of university expenditures, the research concluded that price changes as reflected in the Consumers Price Index are dependable and it is not necessary to calculate a unique price index for this purpose.

Uniform Financial Reports

As in most states, Ohio's publicly supported colleges and universities submit financial reports to a multitude of constituencies. In addition to internal fiscal reports the institutions must report externally to the faculty, the students, the general public and all levels of government. Because of varying requirements, several different financial reports must be generated and in addition to the problem of duplication of many manhours of effort, the reports many times must be presented in such a way that they appear inconsistent. At the initiation of the Inter-University Council, the regents have been working for the past year with the institutions and the state auditor to design a set of financial reports that will serve all of the reporting requirements that must be met by the institutions. In addition, a detailed reporting manual has also been written which will improve comparability of data between institutions. The successful completion and implementation of the manual and its related reports will add immeasureably to the integrity of statewide financial data used in studies such as instructional expenditure analysis or the determination of sources of support for the institutions.

Dental Health-care Study

The 110th General Assembly requested a feasibility study for a new college of dentistry associated with the Medical College of Ohio at Toledo. This study was expanded by the regents to encompass a review of all health-care needs in Ohio that relate to dental manpower. The study revealed that Ohio as a major metropolitan state is the third largest producer of dentists per capita in the United States, but that its retention of graduates is approximately 35 percent. This poor retention rate is related to a variety of factors, including the availability of internship and residency programs in general practice and specialty programs in dentistry. Ohio ranks well below the major states in regard to the availability of such programs. The information compiled in this study also revealed the great need for public education programs in preventive dentistry and good oral health. The study recommended: (1) the establishment of a post-D.D.S. education program (internship and residency) associated with the new Medical College of Ohio, (2) a public awareness program in good oral health, (3) a statewide registry for community needs and dental manpower and (4) the continued development of programs for the expanded duties of dental auxiliary personnel and the use of such personnel in the delivery of dental services in the state. The report was forwarded to the legislature for its consideration.

& Recommendations

Study Committee on Graduate Education

The citizens' task force on higher education, which completed its report a year ago, recommended that the Board of Regents utilize ad hoc committees to review certain problem areas, one of which is graduate education. The board has asked the chancellor to develop a graduate programs policy advisory committee to examine the needs of Ohio in graduate education and the resources available to meet those needs and to propose policies and procedures to guide in the future development of graduate education. This committee, which will begin work in the near future, will include persons from public and private universities, graduate deans and persons from nonacademic areas.

Conference on Access

Recognizing the underrepresentation of minorities and women in Ohio's higher education system the regents sponsored a conference on access in June of this year. Admissions and student aid officers of both the public and private institutions in the state were invited to participate. This conference, which was the first of its kind, attracted over 130 administrators who are concerned with the special problems involved in recruiting and serving minority students and women.

Student Recruitment

As the regents begin to look toward the 1980s in preparation for the publication of a master plan in 1976, there became a more acute awareness of the challenges which the major drop in the number of high school graduates would make for the system in Ohio. As a result a series of meetings with each of the 12 public universities was held at which was discussed the universities' own particular mission, their future program plans, their enrollment futures and their efforts to recruit students. In this next year, meetings will be held with many of the two-year campuses.

Aid to Private

In fiscal year 1974-75, the regents had an appropriation of $1 million to obtain "courses of study" not available at public colleges or universities. The legislature was intended to assist private colleges in the state. Upon recommendation of the citizens' task force on higher education the money was used in three major categories of programming: (1) to improve the availability of existing private college resources for public college students, (2) to expand innovative programs or courses at private institutions for the benefit of both public and private institutions and (3) to improve cooperation among existing public and private institutions through cross registration and regional consortia. In all, 23 grants made up the $1 million total and the program was not refunded in this fiscal year.

OKLAHOMA

State Regents for Higher Education
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E. T. Dunlap, Chancellor

Statewide Review & Evaluation

The State Regents for Higher Education have begun a major review and evaluation of postsecondary education in Oklahoma. Purpose of the study is to assess and update *The Plan for the 70's*, a comprehensive planning document designed to provide for the orderly growth and development of Oklahoma higher education through the decade of the 1970s. The review will include a restudy of the goals, functions and programs of Oklahoma higher education, as well as institutional viability; physical facilities; governance structure; student and faculty makeup; financing; off-campus

education; graduate, professional and health-related education; computer installations; standards and degrees and technical education.

Advisory Committees

To aid in the statement of goals the regents formed a citizens advisory council made up of 50 Oklahomans representing a cross section of occupations, professions and geographic areas of the state. Also 10 resource committees made up from lists of nominees submitted by the presidents of both public and private institutions were formed to aid the state regents' staff in the collection of data and development of alternative courses of action in the various areas covered by the study. The regents' staff members are also conducting a statewide survey, using a sample of some 12,000 Oklahomans, to determine public opinion regarding the goals of post-secondary education in the state.

Appropriations

The state regents allocated $185.6 million for the operation of the 27 institutions and other budget agencies of the Oklahoma State System of Higher Education for fiscal 1975-76. The state-appropriated portion of the education and general budget, $127.6 million (70.1 percent), exceeds the 1974-75 appropriation by more than $22 million, the largest net increase ever for the state system. The regents also allocated $11 million for capital improvements including $3,775,000 for library holdings and instructional equipment at system institutions. The total state appropriations for 1975-76 were increased 31 percent over the previous year.

Criteria for Evaluation:

In March 1975, the state regents adopted a set of 10 criteria for assessing the viability of institutions in the Oklahoma State System of Higher Education. The 10 standards will provide the initial yardstick for the regents to measure the quality and efficiency of each institution. (1) In terms of institutional size the regents will use as standards a full year full-time equivalent (FTE) enrollment of 1,500 for all universities at the undergraduate level and 1,000 FTE for two-year colleges. Universities with less than 1,500 FTE students per year would fail to meet the standard as would junior colleges with fewer than 1,000 full-time equivalent students.

1) Institutional Size

2) Institutional Growth

(2) The second criterion is institutional momentum—whether an institution is growing or losing enrollment. Viable institutions would be expected to have increased or maintained a positive growth pattern of enrollment during the past five years. (3) Per capita costs will be measured by the education and general expenditures per FTE student at each institution and applied against the average expenditures made by similar institutions in the state during the most recent fiscal year. (4) Another criterion to be used to test viability is the student-faculty ratio. Two-year institutions will be measured against standards of 28 to 1 for college parallel courses and 12 to 1 for technical and occupational courses. All universities will be measured against standards of 28 to 1 for lower-division, 20 to 1 for upper-division and 12 to 1 for graduate classes.

3) Per Capita Costs

4) Student-faculty Ratio

5) Library Size

(5) A traditional measure of institutional quality is the number of volumes in the library. Institutions will be measured against the standards of the American Library Association according to size and institutional type. (6) The average faculty salary of an institution reflects its ability to attract and hold qualified teachers. Institutions will be measured against the averages for similar institutions in a 10-state region. (7) In terms of tenure status of faculty, institutions will be expected to have no more than one-half to two-thirds of their faculty members on permanent academic tenure. The state regents said that the number and kind of faculty holding tenure bears a close relation to a college's quality of instruction and its flexibility. (8) The

6) Faculty Salaries

7) Tenure

8) Facilities

physical facilities will be measured in terms of instructional space per capita. Institutions will be measured against the average space used for the instruction of each FTE student at similar institutions in the state.

9) Programs

(9) The regents will also look at the comprehensiveness of instructional programs. For two-year institutions the number of technical programs and the percentage of students enrolled in them will be measured. For baccalaureate programs, the number of educational programs and the number of fields in which degrees have been conferred over the past five years will be measured. In both cases, institutions will be measured against the averages of all state institutions of similar type.

10) Expenditures

(10) The amount of instructional expenditures at an institution will be measured as an indication of both instructional quality and efficiency. Institutions should spend at least 60 percent of their total education and general budget for instruction in order to meet the standards.

Institutions meeting 7 of the 10 criteria would be considered viable and those meeting the standards in 6 of 10 would be considered marginal and studied further. Institutions meeting the standards in 5 or fewer of the 10 would be considered questionable and work begun to determine what changes in functions, programs, resources and operational procedures might be needed to ensure efficiency and quality of operation. The entire review and evaluation is to be completed by late fall and published in January 1976.

Enrollments

Fall semester headcount enrollment in Oklahoma colleges and universities was up 5 percent over the fall of 1973, from 124,829 to 131,249. The overall increase in full-time equivalent (FTE) enrollment for the fall term was 2.4 percent. Leading the way in enrollment increases, both in headcount and in FTE enrollment, were the state's junior colleges. Several four- and five-year public institutions and some private colleges lost enrollment, but the gains in the public junior colleges were enough to show an overall increase throughout Oklahoma higher education. Spring semester enrollment increased 11 percent in headcount over 1974, from 115,420 to 128,157. The enrollment increase for the spring term was double what was expected. The sudden jump in enrollment was attributed to rising unemployment and an increase in the number of veterans taking advantage of their educational benefits.

Student Aid

Two new student financial aid programs were put into operation by the state regents during 1974-75. More than 2,500 Oklahoma college students received over $500,000 in grants under the Oklahoma Tuition Aid Grant Program. This program was created by the legislature in 1971 which last year appropriated $300,000 for its operation in 1974-75. The state money was supplemented by some $265,000 in federal funds provided under the State Student Incentive Grant Program.

Minority Graduate Student Aid

In November 1974, the regents created an assistance program for minority graduate students in an effort to increase the number of qualified faculty members of minority races available for hiring in Oklahoma higher education. The program provides financial assistance for students working toward both master's and doctoral degrees and is contingent upon the student's commitment to teach in Oklahoma colleges and universities. The aid for master's degree students is in the form of graduate assistantships with the regents reimbursing the institution in which the student is enrolled for 50 percent of his pay. For doctoral students the regents make payments directly to the students at a yearly rate of $5,000 for a student completing 30 credits and $4,000 for a student completing 24 credits. Applicants must

be members of a minority race and have completed at least a bachelor's degree at an accredited college or university. First priority is given to Oklahoma residents who are graduates of Oklahoma institutions, with next preference given to Oklahoma residents who are graduates of out-of-state institutions. The first awards under the program were made in January 1975, with eight grants going to doctoral students and six assistantships for students working on master's degrees.

OREGON

Educational Coordinating Commission
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T. K. Olson, Executive Director

New State Commission

The 1975 Oregon legislature conducted a thorough review of education coordination and the role of the Educational Coordinating Council. The coordinating function was reorganized under a new commission with added responsibilities and more carefully defined relationships with the governing boards. Legislative consideration followed an extensive study by the coordinating council's joint planning committee which developed recommendations on governance, organization, goals and objectives. House and senate education committees conducted extensive hearings and the matter received close attention from the ways and means committee which is concerned with budget and fiscal problems.

Membership

The new Oregon Educational Coordinating Commission, created under SB 829, consists of seven lay members appointed by the governor with senate confirmation. The act requires that none of the commission be members of governing boards nor be employed by or operate a public or private education agency or institution. The commission is required, however, to appoint an advisory committee representing all segments of education, including administrators, students and faculty.

Responsibilities

The commission is directed to develop, adopt and maintain a comprehensive education plan and related policy objectives, which include statewide educational goals and indicators appropriate for evaluating the effectiveness of all aspects of education from kindergarten through postgraduate programs. The Oregon Board of Education and Board of Higher Education are directed to cooperate with the commission in this procedure. The commission is also to maintain a central data base, to identify educational needs and expectations and to require each postsecondary governing board to submit a long-range plan and to review and coordinate such plans.

In respect to postsecondary education, the commission is required to review all proposed new and existing programs and locations for consistency with statewide policy and program objectives. On those having an impact on more than one segment of education, the commission has final authority for approval or disapproval. The commission has had transferred to it from the Board of Education the responsibility to approve degree-granting authority. The commission also has a new budget review responsibility—to assess the budgetary priorities of the educational segments and to make recommendations to the governor and the legislature.

Because of a difficult legislative session and the priorities it created which delayed this report, time did not permit the commission to collect the usual

reports from each of the segments of postsecondary education to include with its report.

PENNSYLVANIA

State Department of Education
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Jerome Ziegler, Commissioner of Higher Education

Regional Councils

During 1974-75 the regional councils, which were established the previous year, acquired staff and developed into viable planning and coordinating groups. The councils are presently involved in various cooperative projects including institutional cross registration, rural studies program, regional community colleges without walls, time-shortened degree options, one- and two-year program alternatives, educational media utilization, credit for life experience and data collection. A regionalization office has been established within the Pennsylvania Office of Higher Education to facilitate meetings of regional council chairpersons and when necessary, to provide a forum for statewide planning and information exchange. The councils have been granted representation on the Pennsylvania Postsecondary Education Planning Commission (1202 commission).

Regionalization Office

Program Survey

In response to the need for planning information, the Pennsylvania Department of Education, assisted by all postsecondary degree-granting institutions, established a computerized academic program data base. The department subsequently published *A Survey of Educational Programs in Pennsylvania.* Copies have been distributed to all Pennsylvania postsecondary institutions, libraries, secondary guidance counselors, consortia and various other education and planning groups.

Administrative Management Office

The Office of Higher Education, in the process of modifying its organization, established an office of administrative management. The purpose was to centralize the administrative and management responsibilities, thereby providing more efficient and effective services to the state's institutions of higher education. The office provides services in the areas of physical facilities, personnel, budgeting, accounting, safety and security, purchasing and other related staff services. The centralization of the administrative and management function has provided effective leadership, guidance and assistance in these areas. It has also provided a central "clearinghouse" for responses to institution questions and problems for coordinating planning for future needs.

This past year, significant improvement was accomplished in many areas. The development and implementation of the state college and university budget system has assisted the state institutions in their accounting functions and budget procedures. Improvement in the deposit system for tuition and fees has increased the interest income and reduced the number of work hours. Other improvements in the areas of contracts, legal services and facility services also have been implemented.

Proprietary School Coordinating Council

In conjunction with the expanding role of proprietary institutions in all aspects of postsecondary education planning, Pennsylvania's 39 degree-granting proprietary institutions have recently formed a statewide segmental coordinating council. The purpose of this council is to provide information and advice concerning the proprietary segment's needs to the commissioner

of higher education and the State Board of Education. The council will also meet with the state councils of other institutional segments to resolve intersegmental disagreements while engaging in cooperative planning. The formation of the council was mandated by the 1971 master plan and is a first attempt at including proprietary institutions in statewide planning.

Computer Network

During the 1973-74 year the bureau of information systems was instrumental in initiating cooperative computer resource-sharing among the 14 state-owned colleges. The state-owned colleges are in the process of planning computer resource-sharing with the elementary-secondary education community, the intent of which is to reduce cost, to increase the range of services for the institutions and to provide inexpensive computer resources for basic education. Presently the computer network includes four major subdivisions and several regions within a division. The plan is for the number of regions to decrease through an evolutionary process whereby each division would have several regional or retail computer centers and one large devisional or wholesale computer center. The network will require a facilitating subnet which will include staff troubleshooters, a communications subnet and a management subnet.

Communications With Private Sector

The commissioner of higher education has attempted to improve communications with the private segment by means of a communication network. Established during the fall of 1974, the mechanism has been successful in assisting the private institutions, including the proprietary schools, to avoid being lost in bureaucratic referrals. The assistant commissioner for coordination supervises the work of coordinators for private colleges and universities and proprietary schools who are responsible to provide prompt information and interdepartmental services for any institution in need. The institutions are invited to correspond directly with the commissioner's office to present any request, complaint or position paper. This network gives the commissioner a personal touch to complement the formal association with the private institutions through their professional associations.

Student Aid Interstate Portability

The commissioner of higher education has been seeking the cooperation of other state postsecondary departments and/or student aid agencies to promote interstate portability of grants and scholarships. Officials from 20 Northeast, Middle Atlantic, and contiguous states; the U.S. Office of Education; and the Education Commission of the States were invited to attend a June 25, 1975, conference held at Robert Morris College in western Pennsylvania. Efforts are being made to convince state officials and legislators that state student grants and scholarships should not be restricted by political boundary lines and that free trade among all states is preferable to separate interstate reciprocity agreements. The conference is viewed by the commissioner of higher education and the executive director of the Pennsylvania Higher Education Assistance Agency (PHEAA) as only the beginning. Much interest has been expressed by other state agencies, federal offices and various professional associations concerned with student aid. Failure in promoting interstate portability of student grants and scholarships may deny many students a true freedom of choice and would result in provincialism which would be anachronistic in today's mobile society.

Student Leaders Conference

The elected student government leaders of 226 campuses, representing all degree-granting institutions in the state, were invited to a one-day conference by the governor, planned cooperatively by the Pennsylvania Student Lobby, representing all institutions and including the Commonwealth Association of Students from the 14 state colleges, and the commissioner of higher education. Approximately 200 student leaders were given the opportunity to

discuss issues with the governor, leading legislators from both houses, legislative staff members, the secretary of education's senior officials, the executive secretary of the Pennsylvania Association of Colleges and Universities and the executive director of the Pennsylvania Higher Education Assistance Agency. The students were most interested in financing post-secondary education, both public and private, and lively discussions were held with the governor and others on providing adequate state funds for higher education. Answers to student questions provided the participants with a greater understanding of the fiscal problems facing the governor and the legislature. The conference was the first such statewide meeting held and all participants expressed the desire for such conferences on at least an annual basis.

Field Experience Education

This has been a year of expansion for field experience education in Pennsylvania. An office of field experience education was established and staff within the State Department of Education. The state government graduate and undergraduate internship programs have grown to the point that it is necessary to run a two-track seminar program for the students. Work in the area of international education is progressing at a slower but steady pace. The department is developing programs to give foreign students exposure to state government.

Cooperative Education

The office of field experience education is also functioning as the statewide office for cooperative education. This is an effort to provide leadership and coordination to this rapidly developing area of education. Although in previous years, there were fewer than 12 Pennsylvania colleges and universities engaged in cooperative education, there are now 35 institutions running or developing cooperative education programs. Another measure of growth is the federal funding received by state postsecondary institutions to support administration, training programs or research for cooperative education. Pennsylvania schools received approximately $150,000 of federal funds in fiscal year 1974 and in fiscal year 1975, 16 colleges and universities will receive a total of $460,000.

Affirmative Action & Equal Opportunity

During the past year the State Board of Education passed regulations giving the Office of Higher Education compliance review authority (affirmative action) over all public higher education institutions. Forty-two institutions are subject to review and must submit reports and furnish data. Currently the state colleges and university are completing the affirmative action plan review process and are also involved in other equal educational opportunity efforts as a result of the federal desegregation mandate. These efforts include human relations seminars, supportive series to economically and educationally disadvantaged students (Act 101) and student recruitment seminars. Many other institutions (both public and private) are also actively engaged in affirmative action efforts and Act 101 programs. Currently 6,600 students receive Act 101 services and the retention rate for these students has been 74 percent over four years of program operation.

"Open Learning Systen."

The Office of Higher Education has initiated the development of an open learning system for the commonwealth. The Pennsylvania Adult Education and Career Opportunity Act of 1975 is now before the legislature and is strongly endorsed by the office, the State Board of Education and the Pennsylvania Association of Colleges and Universities. This legislation will enable the Office of Higher Education to develop a statewide network of career and educational counseling services for adults interested in further education and/or training. Assistance will be provided for those planning to reenter or redirect their careers.

External Degrees

The Office of Higher Education expects to be able to support the initiation of a variety of external degree programs which would be provided by Pennsylvania's educational institutions. A Pennsylvania/New Jersey common market project, the Fund for the Improvement of Postsecondary Education, will be operational in 1975. Counseling centers will provide assessment and assistance to individuals planning to enter or reenter traditional or external degree educational programs.

Two-year College Task Force

A 21-member task force on two-year institutions was appointed by the commissioner of higher education and was charged to: (1) recommend a rationale for the orderly development of two-year programs to meet the needs of the state's residents, (2) identify the most effective means of providing postsecondary education at the two-year level for all residents of the state, (3) recommend a method of financing two-year educational programs and (4) suggest measures for the eradication and avoidance of unnecessary and costly duplication of programs. The members of the task force represented all segments of higher education, vocational-technical schools, Pennsylvania AFL-CIO, the governor's office of state planning and development and the State Commission on the Status of Women.

Task Force Report

In November 1974, after a year of dedicated effort, a report containing 28 recommendations was published and distributed. Certain of the recommendations can be implemented easily but others will require major policy changes affecting the state's postsecondary education community. On December 20, 1974, a 16-member citizens review committee reviewed all recommendations and prepared comments and recommendations. The commissioner of higher education and staff have prepared data for use in working with local groups in areas of the commonwealth where no community colleges exist. Regional groups and institutional consortia are responding to the report and are planning delivery systems for two-year programs.

Institutional Planning

The intensive institutional planning program for the 14 state colleges and university initiated in 1973 was continued. During the year, each institution was assigned a mission differentiated from that of neighboring institutions. Local planning commissions have continued to develop action plans and programs in the "new mission" areas. Many new programs in human services, public administration, business administration and technological areas have already been instituted and the first students are being admitted to such programs.

Correspondence School Degree Approval

The state has devised a new procedure for investigating the merits of correspondence schools. In cases where these wish to become degree-granting institutions, a method has been developed in cooperation with the National Home Study Council and has been used to approve several programs at the International Correspondence School in Scranton for degree-granting purposes.

Curriculum Reform

The statewide effort to develop expertise and interest in curriculum reform, based on outcome measures or "compentencies" in the field of teacher education, is being expanded to a similar effort in the field of general liberal education. A small group of college faculty will be, during the summer of 1975, investigating the models of competency-based education which are already partially developed in other states.

RHODE ISLAND

Board of Regents for Education
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Thomas C. Schmidt, Commissioner of Education

1202 Commission

Master Planning:

During the past year, Rhode Island has witnessed significant advances in its master planning efforts for postsecondary education with the establishment of the Rhode Island Postsecondary Education Commission (1202 commission) by executive order of the governor on July 25, 1974. The commission is composed of the 15-member Board of Regents augmented by four representatives of private and proprietary postsecondary education institutions. The commissioner of education serves as its chief executive officer.

a) Statement of Purposes

Two major comprehensive planning projects are presently under way—a statement of purposes for postsecondary education in Rhode Island and the development of a comprehensive plan for financial assistance. The planning project on purposes aims to develop a statement of principle concerning the comprehensive mission postsecondary education is to serve in Rhode Island. The basis for this statement will be the integrated conclusions resulting from the work of planning teams investigating five dominant purposes: general education, continuing education, vocational and professional education, equality of opportunity and research and artistic creativity. Their activities are part of a reassessment of the goals of postsecondary education that will be presented by the commissioner of education to the commission later this fall.

b) Student Aid

The planning project on financial assistance has led to the development of a comprehensive plan for financial assistance to maximize student access, choice and retention and to promote the vitality and viability of diverse postsecondary education opportunities. Since initial discussions by the Board of Regents in March 1974 and the first meeting of the Postsecondary Education Commission in August 1974, citizens from various sectors of Rhode Island have entered into discussions of how state objectives may most effectively be pursued in a program of financial assistance for education beyond secondary school. A key feature of the proposed comprehensive financial assistance program is the limitation of the size of a grant to the cost of attending a low-cost public institution. The burden of securing additional financial support for attending an institution other than a low-cost public institution will fall more directly on the student, the institutions or other sources. The proposed comprehensive financial assistance program is designed to be a capstone to federal programs and will be considered by the legislature this fall.

Federal Funds

The Postsecondary Education Commission also has been delegated the authority to prepare state plans for participation in the grant programs in accordance with the provisions of Titles I, VI and VII of the Higher Education Act (HEA). Title I is designed to strengthen the continuing education efforts of institutions of higher education on behalf of community service. The state currently utilizes its Title I, HEA funds by broadly

Access

defining problem areas and target populations. However, access to education is the main emphasis aimed at advancing the employment and/or social capacity of underserved populations and projects aimed at improving the skills and understanding of those who deliver the human services to

Innovation

neglected populations. Rhode Island's institutions of higher education have used Title VI-A to assist in keeping current in the areas of research and

innovative teaching techniques, utilizing a wide range of audio-visual instructional materials and the general improvement of equipment.

Veterinary Education

The Board of Regents has entered into a contract with the New England Board of Higher Education and the school of veterinary medicine at the University of Pennsylvania. The contract provides for three student positions for Rhode Island residents in the school commencing in the fall of 1975. The authority to enter into this contract is provided for in legislation enacted in May of the 1975 session of the General Assembly. The legislation provides that the state will subsidize annually a sum of $8,000 to the University of Pennsylvania for each participant in the four-year program. Students participating in this program must agree to repay this sum as a loan at 7.5 percent interest on the total of $32,000, commencing no later than nine months after completion of studies.

Study Committees

Interinstitutional study committees have addressed themselves to planning activities related to the three public postsecondary education institutions in Rhode Island. These committees include an admissions policy study committee and a tuition and fee study committee. In May 1975, the Board of Regents adopted a plan recommended by the commissioner of education that would lead to a statewide education and training information and referral service for adults. The service will provide educational counseling by telephone as well as by personal interview. It will serve all adults in Rhode Island, but will focus especially on two specific groups, the unemployed and young adults.

Counseling

SOUTH CAROLINA

Commission on Higher Education
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Howard R. Boozer, Executive Director

Program Review

During the year the Commission on Higher Education established a standing committee on academic program development, consisting of nine commission members, which will become involved in the program review process, heretofore solely a staff function. Establishment of the committee required changes in the process by which programs are submitted by institutions and reviewed by the commission and its staff. Among the principal changes are: (1) letters of intent regarding new programs are now required and must be submitted at least 90 days prior to submission of proposals, (2) the commission will now consider new programs only at quarterly intervals during the year and (3) all proposals must now be reviewed for advice and comment by one of three advisory committees, depending on program content. The three advisory committees are the advisory committee on academic programs, consisting of the academic vice presidents of the public institutions; the advisory committee on graduate teacher education, consisting of the heads of the education programs in all colleges and universities in the state offering graduate training for teachers; and the health education authority, consisting of professionals and laymen.

New Senior College Branches

The University of South Carolina operates eight off-campus branches which were established as two-year campuses offering lower-division courses and programs. In 1972, legislation was adopted permitting any of these branches to add third-year courses upon reaching an enrollment of 700 full-time equivalent (FTE) students and fourth-year courses when enrollment reaches

1,000 FTE students. During 1974-75, two of these branches reached the 1,000 student mark and a limited number of baccalaureate degree programs at each were approved by the commission. A third may reach that level in 1975-76.

Cooperative Agreements

In one of the two cases approved this year, before the initial complement of baccalaureate degree programs at the branch was approved, the commission obtained cooperative agreements involving the new senior college branch, a public two-year technical education college and four private colleges—three senior and one junior—in the same area. The cooperative agreements will enable the institutions to share faculty, permit students to obtain courses otherwise unavailable on their home campuses and lead to more extensive sharing of library resources.

Formula Budgeting

Last fall the commission reviewed 1975-76 appropriation requests aggregating $175.9 million from the public colleges and universities, on which primary emphasis was placed on appropriation requests as computed by formula. An appropriation formula has been under joint development by the institutions and the commission since 1971. Following extensive reviews, the commission recommended to the State Budget and Control Board and to the legislature appropriations totaling $163.2 million. Although the board and the house made reductions in the amount recommended by the commission, their recommendations were also based on the formula. However, faced with further drastic reductions because of a sharply lower revenue estimate, the

Appropriations

senate decided to abandon the formula. The General Assembly subsequently voted a 1975-76 total of $147.3 million for the public colleges and universities, a 3.7 percent increase over 1974-75. The 1975-76 general appropriation act does, however, state that the legislature will utilize a formula approach in 1976-77 and future years.

Capital Improvements

In 1975, the legislature provided $6.14 million for capital improvements at the public senior colleges and universities, including $4.5 million for the three new four-year branches of the University of South Carolina, a six-year low. Significantly the General Assembly provided $1,825,000 for construction of facilities at two institutions under the State Board for Technical and

Including Two-year Colleges

Comprehensive Education (SBTCE). All institutions under the SBTCE are two year and provision of physical plants for them and the two-year branches of the University of South Carolina has been a local responsibility. It can be assumed that many of these two-year institutions will use the precedent set this year to seek state funds for capital improvements, intensifying the competition among postsecondary institutions for decreasing capital funds.

Aid to Private

The legislature appropriated $7,341,047 under the tuition grants act which provides state-appropriated funds for South Carolina residents attending South Carolina nonpublic colleges and universities. The act is administered by a tuition grants committee composed of representatives from the nonpublic institutions and the chairmen of the Senate Finance and House Ways and Means Committees. The 1975-76 appropriation is an 18.8 percent increase over the preceding year.

Personnel Board

Two bills passed by the General Assembly in 1975 have potential impact on the colleges and universities. An act to create the state personnel board provided statutory authority for the state personnel division under the State Budget and Control Board to administer a system of personnel administration which includes state colleges and universities. "Academic personnel" (defined in the act) are excluded from the classification and compensation

provisions, but the provisions which are applicable to college and university employees are comprehensive. An act to create the state ethics commission requires all state employees with compensation of $20,000 or over to file a disclosure of economic interests. The provisions of the act appear to permit most employees to file negative reports, but the State Ethics Commission must issue implementing instructions which could reflect a different interpretation of the act.

State Ethics Commission

On July 23, 1974, the governor issued an executive order designating the commission, augmented by three additional members as the Postsecondary Education Planning Commission required by Section 1202 of the Education Amendments of 1972. The executive director of the Commission on Higher Education is the executive director of the 1202 commission. The executive order authorized the commission to take appropriate action to meet responsibilities required by the federal law. The 1202 commission has organized an advisory council on community colleges and a committee on occupational education composed primarily of persons who are not on the commission and are representative of the sectors with which each is concerned. The 1202 commission also approved a preliminary list of planning tasks for the next few years designed to provide the data and objective analyses necessary for comprehensive planning for postsecondary education.

1202 Commission

The Commission on Higher Education has signed a formal agreement among state agencies involved in health manpower planning and training to facilitate the development and exchange of health manpower data by coordination of long-range planning efforts, standardization of data collection and avoidance of duplication. Consistent with the interagency agreement, the commission is involved in an analysis of health manpower education and training programs in the universities, colleges and vocational-technical education centers of the public, private and proprietary sectors of education, including hospitals that provide clinical training.

Health Manpower

The Health Education Authority (HEA) is composed of representatives of 18 diverse health-related organizations including state agencies concerned with various health areas, volunteer health organizations, education institutions with health programs and health consumers. The HEA advises the Commission on Higher Education concerning proposed health-related academic programs in the public colleges and universities and provides the primary structural format for long-range statewide planning in health education. The work of the HEA is carried out through four subcommittees: (1) professional education of health personnel, (2) postgraduate education of health personnel, (3) education of the health consumer and (4) research and special projects.

Health Education Authority

TENNESSEE

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G. Wayne Brown, Executive Director

The 1975 academic year saw an enrollment increase higher than expected for higher education in Tennessee. However, the 89th General Assembly, faced with reduced revenue collections, made deep cuts in the governor's proposed budget and provided only $171,473,500 to operate the state's 21 institu-

Appropriations

tions, $39,570,500 less than requested. The legislature allowed only a 2.5 percent increase for salaries during 1975-76. Also, the tuition grant program was not funded for the 1975-76 academic year. The program had been challenged in court and declared unconstitutional by a three-judge federal court. The decision was appealed to the U.S. Supreme Court and the program was granted a temporary stay of injunction. The issue was whether public funds should be used to support church institutions in violation of the freedom of religion and whether the state can aid sectarian colleges without violating the establishment of religion clause.

Aid to Private Unconstitutional

Legislation:

Bills submitted relating to higher education during the last session were smaller in number than in past years, but the total number of bills submitted were smaller this session. Among the bills affecting higher education were a bill to add a student member to the State Board of Regents, a bill stating that the Tennessee Higher Education Commission would have one member from each congressional district, a bill to extend the term of the past education commissioner on the State Board of Regents from three to six years, and a senate joint resolution extending best wishes to John K. Folger, who resigned as executive director of the commission, and to thank him for his years of service to higher education in Tennessee. Attention is continuing to be given to the make-up and powers of the governing boards and coordinating agencies and legislation pertaining to these issues was referred to January 1976.

a) Student Regent

b) Board Members

c) Governing Boards

Master Plan

The revised master plan will address itself to the current status of state education as well as future prospects. Both governing boards in the state are revising their role and scope statements and committees are being formed to review the various topics of the plan. Plans are to have the final document ready in late fall or early winter.

Formula Funding

One of the most timely and challenging projects for public higher education in Tennessee is under way by the commission following approval of a two-year $153,000 grant from the Fund for the Improvement of Postsecondary Education. The main thrust of the project is to explore the feasibility of allocating some portion of state funds on a performance criterion, rather than on level and kind of institutional program activity. The present method for state fund allocation is in part based upon quantity rather than quality of activity and as a formula, fails to provide incentives of rewards for improvements in program effectiveness. The commission is currently appointing a national advisory panel of six to eight prominent authorities from over the nation. A state advisory panel will also be involved in the project.

Desegregation

A progress report on the implementation of desegregation plans in Tennessee public higher education was prepared in May 1975. Included in the report were the major developments since January 1974 within the larger 1969-74 context, with particular attention to changes in enrollment and faculty composition between fall 1973 and fall 1974. Data reported were derived from reports to the commission by the public colleges and universities and staffs of the University of Tennessee Board of Regents and the State Board of Regents.

TEXAS

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Bevington Reed, Commissioner

Legislative Concerns &

When the 64th Texas legislature adjourned in June 1975, it had coupled passage of new legislation tightening statewide coordination with a record appropriation to support Texas higher education. The actions responded to increases of concern for the cost of postsecondary education and on possible overexpansion and duplication within the higher education system. Heightened by inflationary pressures, the cost of maintaining the Texas College and University System had increased more than 300 percent during the past 10 years. Construction and utility costs were skyrocketing. Education planners and elected state officials alike were emphasizing the need to concentrate available educational resources.

Governor's Priorities

The governor outlined to the legislature in January his priorities for higher education, calling for elimination of unneeded institutional competition for state dollars, prevention of unnecessary duplication of programs and more effective use of state funds for college construction. To accomplish these goals, he called for legislation to strengthen the power of the Coordinating Board, Texas College and University System. Legislation broadening the board's responsibilities was approved by more than two-thirds of both houses during the final week of the session. Meanwhile, legislators added their own variations through passage of other measures setting maximum limits on building-use fees, establishing controls over operation of out-of-state institutions and creating new financial assistance programs for needy students. They also approved measures designed to increase the number of doctors in the state and to encourage them to practice in small towns and rural areas.

Appropriations

State appropriations from all funds to support the Texas higher education system reached an all-time high of $2.3 billion for the 1975-77 biennium, $1.1 billion for fiscal year 1976 and $1.2 billion for fiscal year 1977. The new two-year higher education budget represented an increase of more than 50 percent over the preceding two-year appropriation, including faculty salary increases of from 14 to 18 percent in 1976 and 6.8 percent in 1977. The governor refused to approve more than 130 proposed college construction projects, which were attached as riders to the general appropriations bill. He also vetoed more than $14.7 million in special item appropriations to institutions of higher education, most of which were for construction repair or rehabilitation of college buildings.

Salary Increases

New Coordinating Board Powers

The scope of additional statutory duties delegated to the coordinating board was comprehensive, including approval of higher education construction which was expanded to include all major projects except those specifically authorized by the legislature. The board also was given authority to: (1) approve all off-campus credit courses offered by public institutions; (2) approve expansion of subject matter courses in departments, schools, degree and certificate programs; (3) establish regulations for coordinating credit and noncredit activities of adult and continuing education by public colleges; (4) assume the leadership role for state-level administration of technical-vocational programs in postsecondary education institutions through contracts with the State Board of Vocational Education; and (5) make

ED 078

recommendations to the legislature in regard to enrollment maximums at each institution.

Report on Statewide Needs

In other legislation related to the coordination of higher education, the coordinating board is directed to report biennially to the governor and the legislature on statewide needs in higher education. HB 2061 clarifies existing

Two-year Colleges

statutes by specifying that junior college districts are to receive the prior and continuing approval of the coordinating board to conduct out-of-district courses, branch campuses, centers and extension facilities. Provisions of HB 1379 require out-of-state public institutions of higher education to receive board approval before offering courses within the state. Legislation designed

Regulation and Licensing

to protect Texas education consumers from fraudulent "degree mill" operations also was enacted. The law prohibits certain private institutions from operating in Texas without obtaining certificates of authority from the coordinating board.

Advisory Committee on Planning

The governor in 1974 had appointed a 17-member advisory committee on postsecondary educational planning. Following a year's study, the committee made its final report in April 1975. The report recommended that the coordinating board be designated as the state's permanent comprehensive postsecondary planning and coordinating commission or "1202 commission." No official action on the recommendation had been taken when this publication went to press.

Statewide Study

An intensive restudy of Texas higher education, undertaken at the direction of the senate in 1973, was completed by the coordinating board and presented to the legislature in January. The restudy evaluated developments in Texas postsecondary education since 1968 and projected statewide needs to 1980.

Enrollments

Total enrollment in Texas colleges and universities reached a record high of 578,414 students in 1974-75. The statewide enrollment growth rate was 8.7 percent above the preceding year. Public community colleges again registered the largest gain enrolling 214,123 students, a 14.7 percent increase over 1973-74. The enrollment increase for public senior institutions was 7.2 percent and private senior institutions recorded a 1.3 percent increase. The board's restudy noted that statewide higher education enrollment was increasing at a faster pace than the national average. The board projected that enrollment would continue to increase moderately through the 1970s, level in the early 1980s, with slight enrollment declines possible by the mid-1980s.

New Institutions

The study further noted that 25 new institutions had been added to the Texas system of public higher education since 1968 and concluded that existing institutions have the capability of delivering anticipated educational needs "given the range of programs currently available, expected leveling of enrollments, unrealized potential of newly created institutions and the geographic distribution of public institutions." The report recommended

Facilities

against creation of new institutions for at least two years. The board restudy further recommended that a unified plan be developed for financing and determining the need for acquisition and construction of physical facilities for state-supported institutions.

Other recommendations included: (1) improvements in faculty salaries to keep them at levels competitive with faculty salaries in other states and assure quality instruction; (2) priority funding for newly established senior

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and upper-level colleges and universities, medical and dental schools; (3) establishment of a new broad state grant program for needy college students; and (4) implementation of a state plan to assist institutions in serving needs of adults.

Student Aid

Paralleling recommendations from the coordinating board and an interim legislative committee, the legislature created two new student grant programs. A new assistance grants program, to be funded through state appropriations, provides for annual grants up to $1,000 for needy students. However, no funds were appropriated for the program in the 1975-77 biennium. A public educational grants program, effective fall 1975, provides that statutory scholarship funds set aside from hourly tuition charges may be transferred by an institution to the coordinating board to be matched with other grant programs for scholarships to needy students at the participating institution. The new grant program supplements the state's Hinson-Hazlewood College Student Loan Program. The coordinating board in May sold $11 million college student loan bonds to provide additional loan funds for the 1975-76 academic year. It is estimated that some 22,000 needy college students will borrow approximately $25 million from the program next year.

Private Medical/ Dental Contracts

Aid to Private

A total of $32 million was appropriated to the coordinating board to continue its contracting with two private colleges for the education of medical and dental students. A total of $16.5 million also was appropriated for the tuition equalization grants (TEG) program, which provides state grants to needy students at private institutions.

Health Education Studies:

Medical/Dental

Comprehensive coordinating board studies on health-related education were completed and published in 1974-75. The studies, conducted by advisory committees of distinguished professional practitioners and educators, addressed statewide needs in medical, dental, nursing and allied health education. The board's report on medical and dental education concluded that full funding of existing medical schools was the most rapid and efficient way to produce more physicians. The report projected that the state would be able by 1980 to meet increasing demands for medical and dental manpower if trends of the past six years continue and if presently approved medical and dental schools were expanded and funded to reach approved optimum capacities.

& Resulting Legislation

Subsequently the legislature passed a measure which provides a "Fifth Pathway Program" facilitating Texas licensure of students receiving their medical training in foreign schools. Another new law provides for admission and financial assistance for students who will contract with the State Rural Medical Education Board to engage in the general practice of medicine in rural areas. The legislature also authorized the establishment of the private Texas College of Osteopathic Medicine as a state-supported institution under North Texas State University. The board also published a final report on its three-year nursing education project. The report evaluates nursing supply and demand, outlines recommendations for improving nursing health care and identifies the primary nursing needs of 21 Texas geographic regions.

Nursing

Allied-health Education

The most intensive study of allied-health education ever undertaken in Texas culminated during the year with the presentation of 11 final reports from the board's allied health project. The reports analyzed curricula in 10 allied-health fields and recommended model programs to promote quality preparation for each career level, while encouraging both upward and lateral mobility. The curricula also were designed to assure transfer of credit from

the one-year technical level through the associate and baccalaureate degree levels in the various fields. Separate studies were conducted on nursing, respiratory therapy, occupational therapy, radiologic technology, medical record administration, pharmacy at the two-year level, dental hygiene, medical technology, cytotechnology and physical therapy.

Adult & Continuing Education

A statewide plan for adult and continuing education, developed by a statewide task force, was endorsed by the coordinating board for submission to the legislature. Based on the concept that adults need access to lifelong learning, the plan called for most of the costs of adult education to continue to be borne by the individual but for the state to share a portion of the cost. The statewide plan recommended legislative appropriations of $3.3 million for each year of the biennium to be used primarily for program development, institutional cost studies and development of a formula approach for funding adult and continuing education programs. Although legislation embodying the plan's specific recommendations was not enacted, the board was given new authority to coordinate adult and continuing education activities of public colleges.

Associate Degree/ Certificate Policies

The coordinating board adopted a new more definitive policy regarding the authorization of less-than-baccalaureate degree programs at Texas senior colleges. The policy reaffirms the concept that one- and two-year programs, especially vocational-technical programs, should be delivered primarily by community/junior colleges. Board regulations identify circumstances wherein the board will consider associate degree and certificate program proposals from senior institutions and establish criteria for approval and procedures for evaluation.

UTAH

State Board of Regents
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G. Homer Durham, Commissioner and Chief Executive Officer

Fiscal Problems & Reductions

The 1974-75 academic year had less than an encouraging start. The Utah tax revenue picture required the governor to reduce state expenditures and higher education institutions were asked to cut their budgets 3 percent, beginning July 1, 1974. The administrative adjustment further complicated institutional finance, already troubled by increasing inflation and, in some cases, declining enrollments. Fortunately, most system institutions realized increased enrollments in September. The 2,886 additional students restored through their added fees some of the revenue lost through the budget cut.

Appropriations

The regents recommended a 1975-76 budget of $139.3 million to the 1975 Utah legislature. It had been carefully built to include sufficient funding to meet some of the inflationary pressures and restore the 3 percent cut, but was not proposed to provide significant program improvement. In fact, the commissioner branded it "a standstill budget." The legislature chose to appropriate $87.8 million of the requested $90 million appropriation in the regents' recommendation, asking the institutions to apply revenue from any tuition increases to make up the difference. The legislators placed a ceiling of $8 per quarter on resident tuition increase. In allowing even this modest tuition adjustment, the legislature also required the regents first to adopt a statewide tuition policy which would more closely tie together the relative

Tuition Policy & Increases

tuition levels of the nine Utah colleges and universities. The regents adopted such a policy on March 25. Besides fixing relationships in tuition levels among the institutions, particularly between institutions of similar type, the new policy requires nonresident tuition increases to be at least 250 percent of any resident increase. The legislature had expressed concern that nonresident tuition levels are not approaching the actual cost of educating these students.

Dues & Memberships

Language in the appropriations act (HB 373) granted authority to the State Board of Regents "... to approve the dues and memberships of institutions of higher education...." The commissioner recommended in June that the regents adopt a resolution authorizing the president of each state university and college to approve those dues and memberships deemed necessary by him for the effective work of his institution. He expressed appreciation to the legislature for recognizing that the nature and extent of such affiliations do not lend themselves to statutory controls. The regents have yet to act upon the commissioner's recommendation.

Auxiliary Enterprises

In other areas of finance the regents adopted policy requiring campus auxiliary enterprises to become conceptually self-supporting. The regents described accounting procedures and definitions to be monitored by its audit committee. A second policy recommends requirements and internal control procedures for institutional investments in securities. Regarding Title IX regulations (nondiscrimination by sex) the regents instructed institutions to take existing funds, from whatever program or areas, and apply them for compliance with the provisions of the federal regulations, "without dollar limitations or restrictions."

Investments

Equal Opportunity

Vocational Education

Utah's wealth of natural energy resources sparked a statewide interest in vocational-technical education during the year. The regents sponsored jointly with the State Board for Vocational Education a vocational education symposium to which representatives of the state's labor, business and industry communities were invited. Some of the ideas emerging from that conference helped form the springboard for a major master planning study of all postsecondary vocational-technical education in the state. On May 21, the regents adopted the report from a task force assigned the vocational-technical study. The report charts the course for developing an open-entrance, open-exit, individualized model for self-paced vocational-technical education in the decade 1975-85.

Governance Role

The residual question of the State Board of Education's role in governing higher education, left over when the Utah Supreme Court had ruled against a constitutionality suit brought by the public education board, was laid to rest during the year. The legislature enacted legislation (SB 41) defining the "general control and supervision" role of the State Board of Education in its constitutional powers over the state school system. Any policies adopted by the board which relate to higher education must broadly speak to all education levels from kindergarten through graduate school. General control and supervision was defined to mean "comprehending or directed to the whole" and not to any of the parts individually.

Technical Colleges Governance

The State Board for Vocational Education attempted through legislation to have the two Utah technical colleges transferred out of the Utah System of Higher Education. SB 207 failed to muster sufficient support and died on a 19 to 8 vote in the senate. The two colleges continue to be governed by the vocational board with the regents coordinating the budgetary, program approval and capital construction for the two institutions.

Master Plan

Besides the vocational-technical study, master planning efforts concentrated on developing the assumptions, goals and priorities to guide the regent pattern of continuous and ongoing master planning. The regents, augmented by three representatives, were designated to receive federal funding under Title 1203 of the 1972 Education Amendments. The Utah share of funds was applied in developing the basic assumptions and goals and focusing on the vocational-technical situation. Two published reports are now being circulated describing this year's efforts.

1202 Commission

Enrollments

Part of the planning effort was concentrated on enrollment projections and possible needs for legislative appropriations in the next 10 years. The development of sophisticated enrollment projection models and possible needs for appropriations in the next decade are included in the regent reports. The regents gathered 150 Utah leaders for a planning conference May 2 to present planning recommendations which were adopted for publication.

Credit by Examination

In the academic areas, the regents adopted a systemwide policy to govern credit awarded under CLEP (College Level Examination Program). The policy reaffirms the regent intention to accept credit by examination without equivalent previous college course work and sets out specific guidelines for program administration. The board also receommended that quotas not be the adopted method for limiting the number of faculty awarded tenure. The presidents are to develop rigorous annual review procedures, to be approved by the Board of Regents, for limiting the number of tenured faculty members. The regents also began work to coordinate the efforts of the continuing education and community school programs of the state. Joint publication of the course schedules and regional coordination were parts of the initial phase. During the year institutions requested action on about 31 new program or administrative unit requests. The regents approved 24 while some 9 others were either not approved or discontinued.

Tenure

Continuing Education

New Programs

Bonding Bill

Several pieces of legislation, in addition to those mentioned above relate to higher education. A $69.2 million bonding measure began as a $34.9 million request by the regents to enlarge the University of Utah medical center. Before final passage, however, the bonding bill included construction funds for nearly every higher education institution. Bonding also will provide $8 million toward completion of the new Orem campus for Utah Technical College. Alteration, repair, improvement and construction projects, included on the State Building Board's priority list but unfunded under the state building program, made up the remainder of higher education's share of the bonding measure.

Capital Projects

The final phase of Weber State College technical education building and a business classroom building for Southern Utah State College were included in the state building program. However, the $7.5 million likely will be insufficient to complete the Southern Utah State College facility. A $40,000 appropriation to construct a new president's residence at Snow College is part of the building program.

Nursing Education

One measure opened nurse certification requirements sufficiently to enable the implementation of the regents' ladder approach to nursing training. Under the provisions of the act, a talented student may now progress through the levels of licensed practical nursing, registered nursing and bachelor's-level nursing in a single career ladder. This concept was not possible under previous statutes.

Student Council Members

Another bill provided for the appointment of the president of the associated students of each member institution of the State System of Higher Education to such member's institutional council. HB 141 required the State System of Higher Education to develop a master plan, system plans and operational and evaluative procedures for its computing system, under the guidelines of the systems planning steering board. The steering board also must approve and coordinate the acquisition of computer equipment or equivalent services with the exception of low-cost computer equipment which it may exempt from this requirement.

Computer System

VIRGINIA

Council of Higher Education
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Daniel E. Marvin Jr., Director

Enrollments

Enrollment in Virginia's state-supported institutions continued to increase significantly with an overall rise of 13 percent in headcount enrollment for fall 1974. Virginia's community colleges experienced a 23 percent increase and the four-year colleges grew by more than 7 percent in headcount enrollment. Much of this growth was linked to dramatic increases in the number of part-time students, but Virginia's increase in full-time equivalent students exceeded the national average. Enrollment projections were approved by the Council of Higher Education through 1978 and they indicate a growth of about 23 percent in headcount enrollment and 17 percent in full-time equivalent enrollment. Virginia's private colleges experienced a 2 percent increase in enrollment for fall 1974 reversing the 4 percent decrease of the previous year. One private two-year college requested the governor to initiate a study of the possibility of its becoming a part of the state-supported college system.

Private College to Public

1202 Commission

The governor designated the Council of Higher Education as Virginia's postsecondary planning commission (1202 commission). The council established a postsecondary advisory committee to assist it, and the council assumed the responsibilities of the former Higher Education Facilities Commission.

Student Aid

Virginia's two statewide financial aid programs were revised to provide greater flexibility for students in private colleges to receive financial aid. Private college students may now receive grants under the need-based College Scholarship Assistance Program for students in public and private colleges and the Tuition Assistance Grant and Loan Program for students in private colleges. Prior to the passage of an amendment to the Virginia Constitution, and subsequent action by the General Assembly, students in private colleges were eligible only for loans in these financial aid programs. The constitutional amendment approved by voters also authorized contracting for educational and related services between private colleges and public agencies.

Constitutional Amendment/Aid to Private

Spending Reductions

State-supported colleges and all state agencies were requested by the governor to make an approximate 5 percent cut in spending for the balance of the 1974-76 biennium. This cutback request came from the governor after he received revised forecasts for revenues and expenditures for "sum sufficient" or open-ended appropriations projects. Restrictions were placed on establishing new positions and agencies were urged to defer planned expenditures if possible.

Tenure & Workload

The Council of Higher Education was directed by the 1975 General Assembly to conduct a study of tenure and faculty workload policies in Virginia's state-supported colleges and universities. The study is to be completed by November 1, 1976, and findings reported to the governor and General Assembly. The council also conducted a study of legal education

Legal Education

needs in Virginia. The study concluded that future legal education needs could be met by the existing state-supported and private law schools and that an additional law school was not needed at this time. This study was challenged in the legislature by supporters of an additional state-supported law school, but the legislature concurred with the council's recommendation.

Consortia for Continuing Education

The first nontraditional degree program under Virginia's system of consortia for continuing higher education was established. George Mason University, a member of the Northern Virginia Consortium for Continuing Higher Education, was granted approval to offer a bachelor of individualized studies degree. This program will enable students to earn a degree through a combination of academic and work experiences. The recently created consortia for continuing higher education received considerable attention from the General Assembly when efforts were made to change the policies and procedures established by the council for the coordination of the consortia. The legislature upheld the council's policies aimed at preventing duplication of efforts by individual institutions while providing a wide variety of academic course offerings at all levels.

Degree Programs Evaluation

An evaluation of degree programs of Virginia's four-year state-supported colleges was conducted by the council. The evaluation considered both the number of students being graduated from academic degree programs and the number of students enrolled for courses in programs. As a result of the evaluation, approximately 50 bachelor's, master's and doctoral programs were discontinued or consolidated. In its first major study, the General

Two-year College Evaluation

Assembly's Joint Legislative Audit and Review Commission, a newly created legislative review commission, conducted a program evaluation of the Virginia Community College System. The commission found a high level of student satisfaction and an impressive commitment by the college staffs to the community college concept, but the commission was critical of several management practices of the community college system in its 200-page report.

Planning/ Management System

The Council of Higher Education completed initial preparation for its planning and management system. The system when completely operational will enable the council to do comprehensive modeling of higher education program development and finances.

Health Manpower Study

A council health manpower study begun by the legislature was continued for the 1974-76 biennium by a grant from the U.S. Department of Health, Education and Welfare. During the year the study completed reports on dentistry, pharmacy, health care facilities and optometry. In a related development, the council completed a legislative directive to study the

Optometry School

feasibility of establishing a school of optometry in Virginia. The council concluded that Virginia should not independently build a school of optometry but should initiate planning for a regional school involving surrounding states.

WASHINGTON

Council for Postsecondary Education
908 East Fifth Avenue
Olympia, Washington 98504
Patrick M. Callan, Executive Coordinator

New Coordinator

After a national search involving more than 250 applications and taking five months to complete, Patrick M. Callan, former director of the Montana Commission on Postsecondary Education, was named executive coordinator of the Washington Council for Postsecondary Education. Denis Curry, deputy coordinator for finance and information systems, was acting executive coordinator of the council during the search period.

Council Reorganization

Effective July 1, 1975, the Council on Higher Education was renamed and reorganized to better represent Washington postsecondary education (Chapter 132, Laws of 1975). The Council for Postsecondary Education is comprised of 16 persons representing the governor, the public, the institutions, agencies and systems of public and private postsecondary education. The legislature also formally designated the council the state "1202 commission."

Studies:
a) Dental Hygiene
b) Athletics
c) Salaries

Two studies were completed which analyzed historical budget and expenditure patterns. A dental hygiene study involved programs at two four-year institutions and three two-year institutions. An intercollegiate athletic (ICA) study addressed the magnitude and scope of the ICA programs at the four-year colleges and universities. Specific financial recommendations to the governor and legislature were forthcoming from both studies. Another study conducted this past year included a salary study for the two- and four-year college and university faculty in the state. National salary data were included in the comparative analysis.

d) Financing

The financing study, which is done annually, analyzes state and local appropriations for higher education from several different perspectives for all states. Washington is ranked and compared with other states with respect to appropriations on a per capita basis and per $1,000 of per capita personal income and by percentage of population enrolled in public and private institutions.

e) Tuition & Fees

Two studies were conducted this past year on tuition and fees charged for 1974-75. The data contained in these two studies probably represents the most current, complete and correct data available at the present time. Additional data of interest are full-time graduate tuition and fee costs by state, state-sponsored education benefits for veterans and federal financial aid appropriations by state.

f) Instructional Costs

The "1972-73 instructional expenditures study" relates all costs to the instructional, research and public service efforts of all of the state's public institutions of higher education. The information base has been built from a detailed level (e.g., upper-division biology courses or dental assistant technology courses started after the eighth day of instruction) and aggregated upward. The study includes information covering the community colleges, the state colleges and the two state universities. The council is currently designing an instrument to assess the need for technical education beyond that currently offered in the state. Assessment will occur initially in the areas of engineering, data processing and allied-health technologies, with

Technical Education Assessment

findings to be available by the end of the year. Presupposing that a need exists in the area of engineering technology, alternative delivery system concepts are being developed which give specific attention to the needs of persons not served by traditional education formats.

External/Off-campus Survey

The council recently completed a survey of "external programs and off-campus instructional sites" established by Washington institutions of postsecondary education. The survey focuses on expanding educational access—options designed to reach out to students unable to spend considerable amounts of time on campus. External programs must be comprised of at least 12 quarter credit hours (or the equivalent) and must be designed to meet a specific identified objective. Off-campus instructional sites refer to single or dispersed facilities at which a postsecondary institution offers, on a continuing basis, courses designed to meet the educational needs of adults in a particular community.

Graduate Program Study

Currently the council is completing phase II of its graduate program accountability study. Approximately 250 multiple and ostensibly duplicative graduate programs in the state colleges and universities are under council review. (The focus of the first phase was the review of graduate degree programs with low degree conferral patterns.) On a continuing basis the council reviews for recommendation new degree programs as they are developed in the public four-year institutions. The council considered nearly a dozen such programs during 1974-75.

Long-range Plan

The council recently released its draft long-range plan, *Policy and Planning Recommendations for Washington Postsecondary Education*, for public review. Viewed as a "strategic" document it addresses the full array of educational activities conducted in the state, including those offered in the proprietary sector and vocational-technical institutes. The report, couched in terms of the educational goals adopted for the state by the council, outlines both the assumptions upon which it is based and a design for its implementation and continued review. Issues covered in the report include utilization of faculty resources, manpower planning and analysis, consumerism in postsecondary education and postsecondary education financing. An aggressive effort is now under way to solicit public input on the document prior to its approval by the council and transmittal to the legislature. As part of the "tactical" planning activities envisioned by the council, work has begun on special studies dealing with such issues as accreditation of out-of-state four-year institutions offering programs in Washington, the role of research in postsecondary education and the identification of institutional "service areas" in the improved delivery of educational offerings.

Special Studies

Student Aid

Growth and diversity characterized 1974-75 student assistance programs. After one year's operation of the new state work-study program, indications are that it was received enthusiastically by both employers and students. "For profit" organizations have provided excellent jobs at salaries commensurate with individual students' skills. Although financial need is a requisite, the above departures from the federal college work-study program have brought a new dimension to the student job market. Foreign students are also eligible for participation and several institutions have utilized the state work-study program to make awards to needy foreign students whose sources of funding had been unexpectedly cancelled or eroded by inflation. Results from survey questionnaires being sent to student participants, financial aid officers and employers for a thorough evaluation of the effectiveness of the program will be available in September.

Student Loan Program Unconstitutional

The state need grant program, the state's effort to provide equal educational opportunity for its neediest students, expanded two and one-half times its 1973-74 allocation to approximately $3.4 million (including federal State Student Incentive Grant funds) providing assistance to nearly 10,000 students. The Higher Education Assistance Authority, Washington's secondary market for student loans, was dealt a severe blow when a declaratory judgment ruled it unconstitutional in late December on the grounds its tax-free bond status constituted lending the state's credit and that loans to students attending private institutions contravened constitutional restrictions on the issue of separation of church and state. The legislature has passed a joint resolution which will allow assistance to students at private institutions if approved by the electorate in November of this year.

WEST VIRGINIA

Board of Regents
1316 Charleston National Plaza
Charleston, West Virginia 25301
Ben L. Morton, Chancellor

New Medical Schools

Medical education overshadowed all other higher education issues in the regular 1975 session of the West Virginia legislature. Start-up funds were appropriated to match federal funds through the Veterans Administration to develop a medical school in conjunction with Marshall University in Huntington and the Veterans Hospital of the same city. Legislation was passed creating a West Virginia School of Osteopathic Medicine and funds appropriated. The legislation was promoted by representatives of a newly established private institution entitled the "Greenbrier College of Osteopathic Medicine" with the expectation that it would be taken over and supported by the state under the new legislation. The state attorney general advised the Board of Regents that the legislation authorizes it to establish such an institution as its judgment would dictate but does not mandate any action. The regents determined as of May 1975 that no action should be taken concerning the authorization and appropriation. There are indications that efforts may be exerted to mandate the action through a special session of the legislature.

Out-of-state Contracts

In other legislative action, funds were provided to the Board of Regents to contract with out-of-state institutions for places in professional architectural schools for West Virginia students. The state will now be contracting out of state for West Virginia students studying veterinary medicine, optometry, podiatry and architecture.

Appropriations

State support for direct operation of the public colleges and universities was increased by the legislature in the order of 10 percent over 1974-75. This does not include support for medical education. The increase in state funds for the West Virginia University medical center operation was 37 percent.

Enrollments

In the fall of 1974, the enrollment increase patterns were still strong with increased emphasis on part-time students, particularly at the three relatively new community colleges. Total headcount enrollment at the public colleges and universities increased by 6.5 percent over the fall of 1973. Increased emphasis is being placed on the development of strong community college components at four-year public institutions located in or near population centers.

Nontraditional Degree

A systemwide flexible bachelor's degree program aimed toward adults has been launched with all four-year public colleges and universities participating. The program puts great emphasis on such aspects as credit for appropriate experience and individualized education programming as contrasted to the more traditional approach of requiring a major. Just being

Program Review

completed is a total and comprehensive academic program review at all 15 public college and university campuses. Specific decisions regarding program terminations and new program thrusts will be submitted to the Board of Regents in July. A new statewide higher education computer services plan has been adopted and is now being implemented. The approach is one

Central Computer

central large computer service unit for the entire public higher education system with total reliance on telecommunications modes of service delivery.

WISCONSIN

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
John C. Weaver, President

Merger

In its third full year as a statewide public university system—the first year under a single statutory charter—the University of Wisconsin System moved forward on many fronts while coping with continuing growth, an inflation/recession economy and a request from the governor that the system reduce its scope.

Enrollments

Enrollments increased in the fall of 1974 at 11 of the 13 universities and at 10 of the 14 two-year centers. Total enrollment reached 140,000, up 4,500 from fall 1973, maintaining the system's rank nationally as fourth largest under a single governing board, behind the two New York systems and California.

Budget Request

The Board of Regents' request for an additional $80 million in state funds to serve an expected 6,000 additional students, meet increased costs and add new programs in the next two years was countered by a request from the governor for a plan "for phasing out, phasing down or consolidating institutions and programs" in the system in the next four to six years. The

Funding Problems

governor proposed that state funding remain slightly below the current level for 1975-77, except for salary increases. In June 1975, a conference committee of the legislature was debating a budget which would provide $1.3 billion (all funds) for the system for the next two years, including

Salary Increases

salary increases for faculty and other nonunion state employees of 6.5 percent for 1975-76 and 5 percent for 1976-77, plus .7 percent increase in fringe benefits in the first year.

System Task Force Report

In response to the governor's request in January for a plan to reduce the scope of the system, the president appointed a system advisory planning task force with representation from all institutions. Committees of the task force met almost daily for more than a month and produced extensive studies which were used by the president in preparing the "President's Report in Response to the Governor's Request on Reducing the Scope of the University of Wisconsin System." The report was approved unanimously by the regents on April 18, 1975, and transmitted with the task force studies to the governor and legislature. The governor accepted certain recommendations and asked the legislature to include them in the 1975-77 budget. His recommendations reaffirmed the state's commitment to quality and to

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access to higher educational opportunity in the system and directed the regents to proceed with plans to phase out or change centers and programs not meeting regent criteria, agreed to the need for a "four-year planning front" for all system institutions and endorsed the concept of consolidating the university campus in Superior and the University of Minnesota campus at Duluth. The legislature chose to limit the budget language to endorsement of the four-year planning cycle and consolidation of the Superior and Duluth campuses.

Phase-out/ Phase-down

Meanwhile, faced with the prospect of no state funding for a predicted 6,000 additional students in the 1975-77 biennium, the regents had adopted a "directed growth" policy which for the first time set total enrollment limits at Wisconsin public universities. The action in February was designed to hold enrollments at Madison, Eau Claire, La Crosse and Stout (at Menomonie) at 1974 levels and to encourage new students to attend campuses better able to accept them.

Enrollment Limits

The system's continuing academic and budget planning efforts during the year included completion of reports and recommendations by 10 academic area task forces which studied agriculture, health sciences, teacher education, veterinary medicine, engineering/technology, business administration, criminal justice, law, women's studies and computing. The task force on ethnic studies neared completion of its work. The task force reports completed were received by the Board of Regents and copies in limited numbers are available upon request to the office of academic affairs. Four academic planning statements were prepared and approved. They form the overall basis or philosophy for planning in the system and cover: (1) a general statement, (2) use of job market and placement information in academic planning, (3) faculty development and renewal and (4) definition of the contractual academic year as a full nine months.

Planning: Reports & Task Forces

A provost for university outreach was appointed in central administration in July 1974 with responsibility for extension and the center system of 14 two-year liberal arts campuses. The office of provost began preparation of a plan to improve coordination between and among the 27 campuses and statewide extension in the areas of credit outreach, continuing education and public service programs. The office also is charged with reviewing and improving coordination with State Vocational, Technical and Adult Education (VTAE) institutions. Regents statewide university planning continued for a second year toward adaptation of existing general and professional degrees to an external degree format. Ten campus programs were studied and one campus will be designated in 1975-76 as the regents statewide university campus for a general baccalaureate degree. In the absence of state funding, extramural funding is being sought.

"University Outreach"

External Degree

The system worked with the VTAE, Wisconsin Department of Public Instruction and Higher Educational Aids Board to design, test and administer a survey of all Wisconsin high school seniors as to their future plans. The senior survey was conducted in May 1975 and replies are being analyzed. A telephone survey of a statistical sample of high school seniors also was conducted in connection with the president's report on system scope mentioned above.

High School Senior Survey

The concept of regional planning and academic program review gained strength during the year in western, northern and northeastern Wisconsin. The West Central Wisconsin Consortium consists of the Eau Claire, La

Regional Consortia

Crosse, River Falls and Stout campuses and has a full-time secretary-coordinator reporting to a board of trustees consisting of the four chancellors. A milestone in 1974-75 was an agreement to propose to the system administration and the regents a master's degree in business administration to be offered jointly by Eau Claire and La Crosse. The Lake Superior Association of Colleges and Universities consists of the Superior campus and six other public and private colleges and universities in Wisconsin, Minnesota and upper Michigan. It has a full-time executive director and has assumed a leadership role in discussions of merger or consolidation of programs of the Superior campus and University of Minnesota at Duluth. The Northeastern Wisconsin Consortium for Higher Education involves system universities, centers and extension offices in that region.

Calendar

In April the regents approved a unique academic year calendar for the Oshkosh campus for 1975-76 in which each of the two semesters consists of three "stand alone" terms of seven, seven and three weeks.

Operating Budget

Funding

The system operating budget of $620 million for 1974-75 was up 9 percent from the previous year and included $304 million in state appropriations. During the year the regents accepted gifts, grants and government contracts totaling $125 million, with federal funds accounting for $106 million. In March a study showed the system 10th in the nation in support from private sources, with an annual total of $25 million. In June the National Science Foundation reported that research and development expenditures of $84 million by the Madison campus in 1973-74 ranked first in the nation.

Formula Budgeting

A new measurement of budget support per unit of workload was developed and used during the year. It is a composite support index based on curricula, student body mix and several other factors. It makes possible better base budget reviews at the system level and better judgments by the board of relative budgetary capacity of each institution. Along with the promise of a four-year planning front or horizon, the new index is expected to result in a substantial reduction in administrative and policy decision headaches.

Uniform Accounting

Systemwide uniform accounting systems were completed and installed, consistent with the latest professional publications of the National Association of College and University Business Officers, the National Center for Higher Education Management Systems and the American Institute of Certified Public Accountants.

Faculty & Staff

A commitment to the concept of faculty development and renewal in the system was established by regent approval of a planning statement on the subject. In other actions, the regents adopted uniform faculty personnel rules for the system to replace the former two sets of personnel rules of premerger origin and drafted personnel rules for academic staff. A code of ethics for faculty and academic staff was also adopted by the regents in May 1975. A federal district court ruled that the regents have authority to lay off tenured faculty for fiscal/workload reasons. In addition, the regents adopted

Collective Bargaining

and sent to the legislature the report of a task force on faculty collective bargaining, the first major effort nationally to write a collective bargaining law specifically for higher education. It would permit faculty and academic staff to bargain collectively but would limit such bargaining to basic salary schedules and fringe benefits in order to preserve "the traditional decision-making process employed in other aspects of university governance."

Employee Relations/Risk Management

The offices of personnel employee relations and risk management completed several major projects during the year. They included: establishment of a

system compensation program as required by state law; coordination of system collective bargaining negotiations with 10 bargaining units and the State Department of Administration (contracts for 5,400 system employees expired June 30, 1975); assisting in the establishment and filling of 190 positions totaling $1.5 million; development and distribution to institution retirement counselors a comprehensive preretirement planning program for employees; an extensive review by a life insurance advisory committee of all insurance programs, and recommendations to central administration for coordination of the various plans for the system; development of comprehensive fringe benefit manuals for distribution to all institutions; merger of basic property and liability insurance policies and implementation of a computerized workmen's compensation accident analysis system; and development of property control guidelines for input to a central data base and verification of inventory control.

Student Fees

A proposal to halt the increase in student fees and to reduce them in 1976-77 was included in the system's 1975-77 budget request and attracted national attention. However, opposition from the state capitol eliminated the plan in the system's final budget priority list. Wisconsin and Minnesota students again benefited from a reciprocity agreement which permits students from either state to pay resident fees at public colleges and universities across the border. In 1974-75 approximately 3,100 Minnesota students attended system campuses at resident rates, while 1,500 Wisconsin students attended Minnesota state schools. A single state payment balances the accounts at the end of the year.

Reciprocity

Centralized Information Service

A toll-free centralized telephone information service answered more than 5,000 calls from Wisconsin high school counselors, prospective students and parents during the second year of operation of the Higher Education Location Program (HELP). The office has current information on academic programs and costs at all campuses and assists students in deciding where to seek admission. In other developments relating to students, each university submitted its plan to comply with a merger law provision involving students in decisions allocating segregated student fees for campus programs. The regents received campus interim policy statements on student evaluation as a tool in decision making on tenure, promotion, retention and merit increases.

Students

Equal Opportunity

A major policy and guidelines, "Equal Opportunities in Education—Eliminating Discrimination Based on Sex," was adopted by the regents and calls for a review of all educational functions and activities for discrimination on the basis of sex and corrective actions where sex discrimination is identified. A system task force on academic support programs for minority and educationally disadvantaged students completed its work and reported that special programs are available at each degree-granting campus and extension. After nearly two years of work, a public hearing was held in June 1975 on proposed academic and nonacademic student disciplinary guidelines. The document builds on regulations from the former two systems and is scheduled for regent action in 1975-76.

Discipline

Budget Policy & Priorities

The regents adopted a capital budget policy paper which set forth priorities for systemwide capital budget planning in the 1975-77 biennium and declared the highest priority for capital investment to be the remodeling and conversion of older university facilities to extend their useful life and to meet revised program requirements. New buildings will be authorized only where academic program requirements cannot be accommodated in existing facilities. The pending 1975-77 budget bill would authorize a $33 million capital budget for the 1975-77 biennium, including funds for 16 major projects throughout the system, nearly all of which are for updating or converting existing buildings.

Dormitories

Dormitory occupancy apparently made a turn-around in 1974-75 and further increases are anticipated in 1975-76. The return to the university residence halls apparently was influenced by many factors which made living on campus more appealing to students. Occupancy in the second semester of 1974-75 was higher than in second semester of 1973-74. Surplus space now exists only at Oshkosh, Platteville, Superior and Whitewater and the system is seeking to dispose of excess buildings to "compatible willing buyers." In a related action, the federal district court in Madison ruled in January 1975 that the system can require freshmen and sophomores to live in university dormitories.

WYOMING

Higher Education Council
State Office Building West
Cheyenne, Wyoming 82002
Fred P. Black, Executive Director

Master Planning

The Wyoming Higher Education Council's activities included during 1974-75 the development of a higher education information system and compilation of needs assessment information system and compilation of needs assessment information for new program development. Based on the review of each institution in terms of long-range planning, personnel management, physical plant operations, financial management and space utilization, a broader knowledge of problems in each college and the university will determine the changes necessary to fulfill the needs of the institutions.

Two studies concerned with economic indicators and enrollment projections were initiated to supplement the master planning effort. Data related to institutional and program costs and enrollment will be projected to 1985. Also included in the economic study will be a model to test the feasibility of alternative methods of financing future postsecondary education in Wyoming.

Appropriations

The legislature approved the 1976-78 biennial budget for Wyoming's eight postsecondary institutions in the amount of $67 million, an increase of $32 million over the previous biennium.

Enrollments

The enrollments in the eight post-secondary institutions increased from the previous school year at a 9.82 percent rate. Over 19,000 students were enrolled during the 1974-75 school year as compared with 16,500 the previous year.

Articulation Workshops

Eight articulation workshops will be sponsored jointly by the Higher Education Council and the Community College Commission during the summer of 1975 for the faculty of the seven Wyoming community colleges and the University of Wyoming. Program areas to be emphasized will be business administration, agriculture, vocational education, engineering, health sciences, registrars and admission counselors, mathematics and languages.

Uniform Course Numbering

Continual reports from students having problems transferring from Wyoming community colleges to the University of Wyoming gave rise to the possiblity of the development of a uniform course numbering program between these institutions. A preliminary study and interview of students having experience in transfer difficulties revealed a lack of knowledge of transfer policies, change in program majors and a lack of adequate counseling as the major causes of transfer problems. The institutions indicated a reluctance to

establish a uniform course numbering system because of the desire for the maintenance of autonomy and freedom to develop curriculum as it best reflected the philosophy of the individual institution. An alternative was chosen to produce a catalog listing all community college courses and equivalent university courses and credit values. The catalog is currently being written.

New Four-year College Study & Proposal

The council conducted an inquiry into the feasibility of establishing a second four-year institution of higher education in Wyoming. Casper College, currently the state's oldest and largest community college, requested from the legislature permission to plan and implement upper-level courses leading to bachelor degreesin applied science and general studies. After extensive deliberations the council recommended that Casper College offer upper-level courses but not issue the bachelor degrees. The upper-level courses must be planned and coordinated through the council and representative of business, industry and labor interests in order to establish needed and relevant programs. The legislature did not approve the proposal or the recommendations.

Medical Education

A comprehensive medical education program was developed by the governor's select committee on medical education in Wyoming. Three members of the Higher Education Council were members of this select committee and coordinated the council efforts and concern into the medical education plan. The plan was approved by the legislature and contains four parts or solutions for medical education. These include: (1) a contractural agreement with nearby out-of-state medical schools to provide places for qualified Wyoming students; (2) a family practice residency program to train family physicians in Wyoming in order to attract as many residents as possible to remain in the state to practice; (3) future development of a community-oriented medical education system in Wyoming, which will be designed to train medical students geared to the kind of medical practice required to meet Wyoming's health-care needs; and (4) student selection through appropriation in-state process.

CANADIAN PROVINCES

The following reports were received from Manitoba, Ontario and Quebec.

MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. J. Condo, Chairman

New Chairman

On January 1, 1975, W. J. Condo, former vice president for administration of the University of Manitoba, was appointed chairman of the Universities Grants Commission upon the retirement of B. Scott Bateman.

Appropriations

Amendments to the appropriate acts and orders-in-council were withdrawn at the close of the spring session of the Legislative Assembly. The effect of the amendments would have required the institutions to present balanced budgets to the commission for approval. For 1975-76 the legislature provided $78,245,000, an increase of 20 percent over 1974-75, for the

Formula Funding

support of the three universities and one affiliated college. For the past several years, a formula grant system has been used to allocate the operating funds. For 1976-77, the commission intends to adopt a new method of allocating funds based on expenditure patterns in categories of expenditure types. Full details remain to be worked out.

Enrollments

Manitoba institutions are experiencing a continuing small growth in enrollments. Full-time students for 1974-75 numbered 17,431, an increase of 2.5 percent over 1973-74. Part-time enrollment was 18,334, an increase of 2.2 percent over 1973-74. Full-time graduate enrollment increased to 1,466, up 6.5 percent over the previous year. A continued small growth is seen for next year.

Programs & Facilities

No new major programs have been proposed by the institutions for 1976-77, although revisions to existing programs are under consideration at this time. Also, no new major construction projects are to be started for the next two years. Renovations to existing facilities are being allowed, however.

Collective Bargaining

The most interesting development in the province this year was that of the unionization of the academic staff at the University of Manitoba (there are approximately 1,200 full-time academic staff at that institution). The academic staff have become the first body recognized as a bargaining unit in the English universities in Canada.

ONTARIO

Council on University Affairs
801 Bay Street, Second Floor
Toronto, Ontario, Canada M5R 2P6
J. Stefan Dupre, Chairman

New Council

The Ontario Council on University Affairs was created on September 25, 1974, by an order-in-council pending its establishment by an amendment to an act of the Ontario legislature. The council comprises members drawn from the faculty, administration and students of universities, some members from business and industry and some members from the public at large.

Operating Request

On November 18, 1974, the Minister of Colleges and Universities announced a target amount of $553 million in operating grant support. This amount was, he stated, sufficient to meet the government's three enunciated objectives: (1) to offset inflationary trends, (2) to maintain or improve existing levels of service and (3) to accommodate predicted enrollment increases.

Hearings

At the same time the council commenced its series of fall hearings with 15 provincially assisted universities, Ryerson Polytechnical Institute and three other institutions which are currently part of its terms of reference.

Formula Funding

The council reported to the minister in February 1975 regarding the funding for 1975-76 and recommended that the current operating grants formula be continued but that some revision be considered for the 1976-77 fiscal year. Formula grants amount to $539.4 million for 1975-76. The council also recommended an allocation of $13.6 million in nonformula support. In addition the council recommended special assistance of $1.3 million for two northern Ontario universities and their affiliates. Finally the council's analysis of the financial situation led it to recommend an additional $16.2 million above the target level of support as being necessary to meet the

government's objectives. The additional assistance was to take the form of a higher "BIU" value (a dollar amount that applies to weighted enrollment), which is one of the components of the operating grants formula. This recommendation was not accepted.

Financing & Future Priorities

Important matters that will be given close attention by the council during its second year include further refinement of equity in institutional financing, the clarification of objectives designed to ensure adequate funding of bilingualism and a thorough review of the financial and institutional dimensions of university education in northern Ontario. Broader questions to be addressed also during the year include formula revision, tuition fees, accessibility, graduate studies and the status of women.

QUEBEC

Conseil Des Universites
2700, Boulevard Laurier (8e)
Ste-Foy, Quebec, Canada G1V 2L8
Germain Gauthier, President

Funding &

The main concern of last year in Quebec's higher education could well be the relative insecurity of the management of our universities. The universities did not know the exact amount of grants from the government until the end of the academic year. Also, the announcement of the 1975-76 grants was greatly delayed and some items of the grants were still not known to the university administrators as of May 1975. Delays also occurred in the setting up of a new financing formula that should have been used for the current financial year. Today, the idea of a new formula is for all practical purposes abandoned. The teachers in the French universities (two-thirds of the total) are now unionized. The full implications of this movement are still unknown, but they are usually perceived with apprehension by the management of Quebec's institutions of higher education. It is the general feeling that Quebec's system of higher education is in a profound mutation.

Formula Funding

Collective Bargaining

Enrollments

Research

However, the rate of increase of student population of all universities in Quebec has kept at a rather high level. The student population rose 4 percent in the last year and a similar increase is expected in 1975-76. Research is still developing in Quebec and the grants for research were increased by 10 percent.

Student Unrest

There was a slowdown of academic activities in the fall of 1974, due to claims by the students concerning student aid. Courses stopped from one to four weeks. Students first reacted to delays in the payment of aid, then enlarged the issue to claims for the nonconsideration of parents' revenues in the need test of 18-year-old students. They won on the principle. The government recognized a net distinction between loans and bursaries and set new guides which helped conserve continuity in total amount paid by the state. Still further disturbance is expected from students in the coming year.

Financial Situation

Even if there has been insecurity and delays as mentioned before, the universities are in a good financial situation. Their grants, which account for more than 80 percent of the operating budgets, will increase by 24 percent in 1975-76. These grants will at least cover inflation and the cost of increase in student population.